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ABSTRACT

In this California state curriculum model for grade 3, "Continuity and Change," students study Cesar Chavez. The students learn about his relationship with immigrants, about his work with Fred Ross, and about his work in his own community. Students explore his work as a civil rights leader and labor organizer and the connection between his ideas and his actions and behavior. The curriculum presents a history/social science framework; address history/social science state standards; sets a context; poses focus questions; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the five lessons. The lesson are: (1) "We Depend on the Land: Agriculture in California"; (2) "Cesar E. Chavez: An American Hero"; (3) "Understanding a Democratic Society"; (4) "Cesar E. Chavez: An Instrument of Change in a Democracy"; and (5) "Agriculture and the Economy." Classroom activities, a biography, and photographs of Cesar Chavez are included. (BT)

California Department of Education

César Chávez

Grade Three Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_K-3.htm#Grade3

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César Chávez

Grade Three Model Curriculum and Resources

Grade Three: Continuity and Change

Students in grade three studying César E. Chávez will learn about his relationship with immigrants. Students will learn about Chávez's work with Fred Ross, as well as his work in his own local community. They will learn about Chávez's work as a civil rights leader and the connection between his ideas and his actions and behavior. Students will learn how César E. Chávez was taught to organize people to solve their problems and to fight for justice.

Grade Three: History-Social Science Framework

Students in grade three will continue their study of community by examining continuity and change. They will differentiate between major landforms and landscapes. They will consider the impact of new groups of people on those that came before. They will use historical photographs to observe the changes in the ways families lived and worked. They will have opportunities to role-play being an immigrant today and long ago; discover how newcomers, including children have earned their living, now and long ago; and analyze why such occupations have changed over time. They will compare the past to changes underway today. (How do people today earn a living? How are people working to protect their region's natural resources? How do people in this community work to influence public policy and participate in resolving local issues that are important to children and their families?) Children will listen to biographies of the Nation's heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many. These stories will help children to understand today's great movement of immigrants into California as part of the continuing history of their nation. (Pp. 44-47)

Grade Three: History-Social Science Standards

Standard 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

Standard 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. Government.

3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman, Martin Luther King, Jr.).

Standard 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

3.5.1 Describe the ways in which local procedures have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Lesson 1 We Depend on the Land: Agriculture in California

Students will be able to color and label a map of California by geographic region. Students will be able to identify the agricultural regions of California and describe why they are conducive to farming. Students will be able to graph data of California's major crops and write/say fact statements about the state's agriculture. Students will write/say sentences comparing and contrasting agriculture now and in California's past.

Lesson 2 César E. Chávez: An American Hero

Students will be able to create and interpret a time line of César's life. Students will be able to state and analyze several causes and effects of César's actions to help migrant farm workers. Students will be able to compare and contrast conditions of migrant workers now and in the past.

Lesson 3 Understanding a Democratic Society

Students will be able to state examples of local laws and explain why they exist. Students will be able to describe who makes the laws in a democratic society. Students will be able to distinguish between the roles of local, state and federal government.

Lesson 4 César E. Chávez: An Instrument of Change in a Democracy

Students will be able to describe a day in the life of a migrant farm worker in the 1960s. Students will be able to summarize why Chávez was an important person in American history. Students will be able to state the nonviolent methods used by Chávez and explain their effects. Students will be able to develop an action plan to solve a community problem.

Lesson 5 Agriculture and the Economy

The students will be able to demonstrate an understanding of the impact that farm workers have on the economy of the state and the country.

Lesson Title:

We Depend on the Land: Agriculture in California

Grade Level:

Grade Three Lesson 1

Unit of Study:

Local History: Discovering Our Past and Our Traditions

History-Social Science Standard:

3.1 Students describe the physical geography and use maps, table, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline.)

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Communities*. Unit 1: Lessons 4-5. Unit 2: Lessons 1, 2, 4, 5.

McGraw-Hill: *Communities*. Unit 1: Living in communities. Chapters 1-2.

Setting of Context:

Each place on earth has its own unique characteristics. The physical features make up its natural environment and include landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human characteristics of a place are a result of human activity on the land.

California's varied geography and climate have made it the agricultural capital of the world. Different regions are home to different crops depending on rainfall, soil, and climate. Agriculture has changed over time with the development of machinery and new technologies; however, workers are still very necessary on the farms. The workers move from one crop to another and one part of California to another during the year. They follow the harvest.

Focus Questions:

What are the geographic regions in California?

What regions are used for farming/agriculture?

What are California's major crops?

How has work in agriculture changed over time?

Expected Learning Outcomes:

Students will be able to color and label a map of California by geographic region.

Students will be able to identify the agricultural regions of California and describe why they are conducive to farming.

Students will be able to graph data of California's major crops and write/say fact statements about the state's agriculture.

Students will write/say sentences comparing and contrasting agriculture now and in California's past.

Assessment:

Color and label map of California by geographic region

Chart where local produce is grown. Explain where most of California's produce is grown and why.

Graph data of crops in California and write observational sentences about graph.

Write a compare and contrast paragraph on farm workers now and in the past.

Key Concepts:

change, diversity, interdependence

environment, human-environment interaction/human-land relationships, region, work

Essential Vocabulary:

region

climate

agriculture

crop

migrant worker

Primary Sources:

Photographs, first-hand accounts

Visuals:

Maps, photographs, simulation, graphic organizers

Procedure

Motivation:

Looking at a screen with various pictures of produce and crops (wheat, cotton, corn, hay, flowers, lettuce, celery, tomatoes, carrots, onion, pumpkins, figs, grapes, plums, nectarines, peaches, almonds, cherries, oranges, lemons, grapefruit, limes, dates), ask students to click on the items that they think are grown in California. As students click on the pictures, a positive icon such as "YES" or a picture of California appear, students will see that all these items are grown in California. Tell students that they are going to be learning about farming in California and how it has changed over time.

Making Connections:

Ask students to select what they would like to eat for dinner. Using the dinner plate (Appendix A), have students draw, type, or choose what they would like on their plate. Highlight the items that came from a garden or crop, for example, cooked carrots came from a crop. Lead a discussion in which the students brainstorm what might have to occur in a distribution process to get carrots from the field to their dinner plate. Ask students if they know anyone who works in agriculture. Chart or map the ideas on the word processor or on the graphic organizer (Appendix B).

Vocabulary Activities:

- 1) Present the "Vocabulary Introduction" slide show (attached and on the web at [http://chavez.sciotech.com/teachers/lessons/Resources/presentations/Grade 3 Lesson 1.ppt](http://chavez.sciotech.com/teachers/lessons/Resources/presentations/Grade%203%20Lesson%201.ppt)). Students will watch a short slide show with written text that is read aloud and highlighted as it is read.

Sample script: *California is your state. (map of U.S. with California highlighted) Many people make California their home. (multicultural faces) Land and climate have always been one of the main reasons people have come to California. The kind of weather a place has most often, year after year, makes up its climate. (pictures of four main regions: coast, mountains, desert, and valley) People say that you can find any climate you like in California. There are four main regions in California. These regions share the same kinds of natural features. The Coastal Region is along the Pacific Ocean.(color map and add to map key) The Desert Regions are hot and dry, but people have used irrigation to turn parts of the dessert into farmland. (color map and add to map key) The Mountain Regions cover more than half of the state.(color map and add to map key) In between the Mountain Regions, there is the Central Valley. (color and add to map key) The soil there is very good for growing crops. (field) There are many farms in the Central Valley. It is famous for agriculture. The farms need workers to help with the crops. (farm workers in field) These workers move from one crop to another and one part of California to another during the year. They follow the harvest. Because they have to move from place to place, they are called migrant workers.*

With a partner or small group, have students watch the slide show again without the sound and highlight the five words that appear in the "Vocabulary Box" on the corner of the screen. Using the contextual clues and group discussion, have groups type a group definition for each word. (a box "Vocabulary Guesswork" will come up, i.e., region Group definition: students type here their best guess based on context and group discussion)

After students have typed in their guesswork, they can then click on an icon with a glossary definition. Words that are the same in each definition will be highlighted so students can see how close they came to the actual definition. A picture, as well as the sentence in context will also be available on screen or use the Vocabulary Guesswork paper (Appendix C) and Definition paper (Appendix D).

- 2) Print out the vocabulary word cards and display in the classroom for future reference and environmental print. (Appendix E)
- 3) Vocabulary Reinforcement Game
Students use the clues on the screen to review the essential vocabulary words or the game cards. (Appendix F) Divide students into groups of four members. Each student gets a game card and takes a turn reading his/her card to the rest of the group. Students record what they learn from each clue and try to write the correct word after all 4 members have read their card.

Guided Instruction:

- 1) Return to the map of the Natural Regions of California. Describe each region using the following sample input and visuals. Allow students to take notes on their graphic organizer (Appendix G) using words, drawings, or both.

Coastal Region: California's coastal region stretches for more than 800 miles (1,287 km) north and south along the Pacific Ocean. People have lived along the coast for thousands of years. This region has more cities than any other natural region. It also has the most people than in all the rest of the State. People from all over the world have moved to this part of the State in order to enjoy its sunny weather and world-famous beaches.

Mountain Region: Low mountains follow the California coast and reach north into Oregon and Washington. These mountains called the Coast Ranges, are made up of several small mountain ranges. The Coast Ranges give much of California's coast a rocky, rugged look. California's largest mountain range, the Sierra Nevada, stretches north and south across much of the eastern part of the State. Sierra Nevada means "snowy mountain range" in Spanish. Other mountains lie north of the Sierra Nevada. These are called the Cascade Range.

Desert Region: Deserts stretch across most of the southeastern California. The Mojave Desert covers a large area. Within the Desert Region are several large valleys. People have used irrigation ditches, pipes, or canals to carry water to these valleys and turn them into rich farmland. Some areas of the desert are too hot and dry for farming or for large cities.

Central Valley: The Central Valley is a large, lowland area. It lies in between the Coastal Mountains and the Sierra Nevada. Fertile soil has washed down from the mountains into the valley. Soil that is fertile is needed for farming. Many of California's largest farms are in the Central Valley.

After the students study the above descriptions and finish their notes, as pictures appear on the screen (various region photos or drawings), have students click on the section of the map that they think it belongs. The picture will be outlined with the corresponding color on the map.

Practice/Assessment Opportunity:

A blank map of California appears on the screen (or Appendix H). Students create a key by adding color to the regions and typing in or choosing the correct title for each region. Print out map. Now have students use their notes from the lesson to write three fact sentences for each region (Appendix I).

- 2) Ask students to bring in a small bag of soil. Spread the soil out on a paper surface and have students explore its consistency by rubbing the soil between their forefinger and thumb. Have the students describe how their soil feels. Chart their responses. Soil is important as the home for plants to grow in. Good soil is fertile. It is a mixture of small particles of broken rocks, water, air, tiny living things (fungi and bacteria), and dead remains of living things (old roots, dead bugs, and so forth). Using magnifying glasses, have students examine the soil more closely and feel it again. Ask students if they think their sample is good soil for growing plants. Encourage them to support their answers. Using the student-made maps, ask students if they remember which region in California was best for farming and growing crops. Elicit that the Central Valley is known for its fertile soil. The Central Valley is home to California's largest farms. The Central Valley stretches for more than 450 miles (724 km). It is actually made up of two valleys, the San Joaquin Valley and the Sacramento Valley. There is farming in other parts of the State, but most of the farming is done in the Central Valley.
- 3) Using the map of California counties (Appendix J), have students list the counties that are in the Central Valley and rely heavily on the agriculture industry.

Practice/Assessment Opportunities:

Visit a local grocery store or market or use copies of labels. Read the labels or interview a worker and find out where the produce comes from. Chart responses on a world map or a state map. Different seasons will have different results. This activity would be interesting to do throughout the year.

Pretend you are the owner of a local market. Write a letter to farmers in the Central Valley. Explain what you need and why you think they can help you out.

- 4) Use the agricultural map of California. Compare it to the regional map. Make a bar graph of the four regions and the number of crops that grow in each (graphing program). Lead a discussion that focuses on these questions: Where are California's major crops? What are the major crops? Make a circle graph (graphing program) that shows California's major crops.

Practice/Assessment Opportunities:

Using the graphs bar graph and circle graph, students write fact sentences about their observation of the data, i.e., More than half of the crops grown in the Central Valley are lettuce.

Computer Simulation - become a truck driver who picks up and delivers crops to different regions in California. The natural landscapes, famous landmarks, and major cities can be viewed from the window of the cab.

- 5) Use the primary source photo of migrant farm workers (*17 men in front of large machinery in lettuce fields.*) This photo was taken recently in the Salinas Valley. Conduct a photo-analysis by asking these questions: What is happening in the photograph? Can this machine work without people to help with the harvest? How many people are working with this one machine? Elicit that although a machine is being used, workers are still necessary on the farms. These workers are picking and packing lettuce. The workers move from one crop to another. This is a photo of migrant workers.
- 6) Use the primary source photo of migrant farm workers in the past (*with short-handled hoe.*) Conduct a photo-analysis by asking these questions: What is happening in the photograph? What tool is being used? How is this different from the more recent photo? How has agriculture changed over time according to these two photos? How has it stayed the same?

Complete a class Venn diagram. (Appendix K)

Practice/Assessment Opportunity:

Use the Compare/Contrast graphic organizer and the three structured writing papers to help students write a compare/contrast paragraph on the two photographs. (Appendix L)

Integrating Language:

Phonics and syllable review in Vocabulary Reinforcement Game

Sentence writing about regions of California

Mini-lesson on adjectives during soil exploration

Observational sentence writing about graphed data on crops

Compare and contrast paragraph writing of farm workers now and in the past

Mini-lesson on comma use while writing contrasting sentences

Enrichment:

Read aloud books such as *Amelia's Road* by Linda Jacobs Altman (Lee and Low Books, Inc., New York) and *Radio Man* by Arthur Dorros (Harper Collins Publishers, New York). Both offer depictions of farm worker life from a child's perspective.

Service Learning:

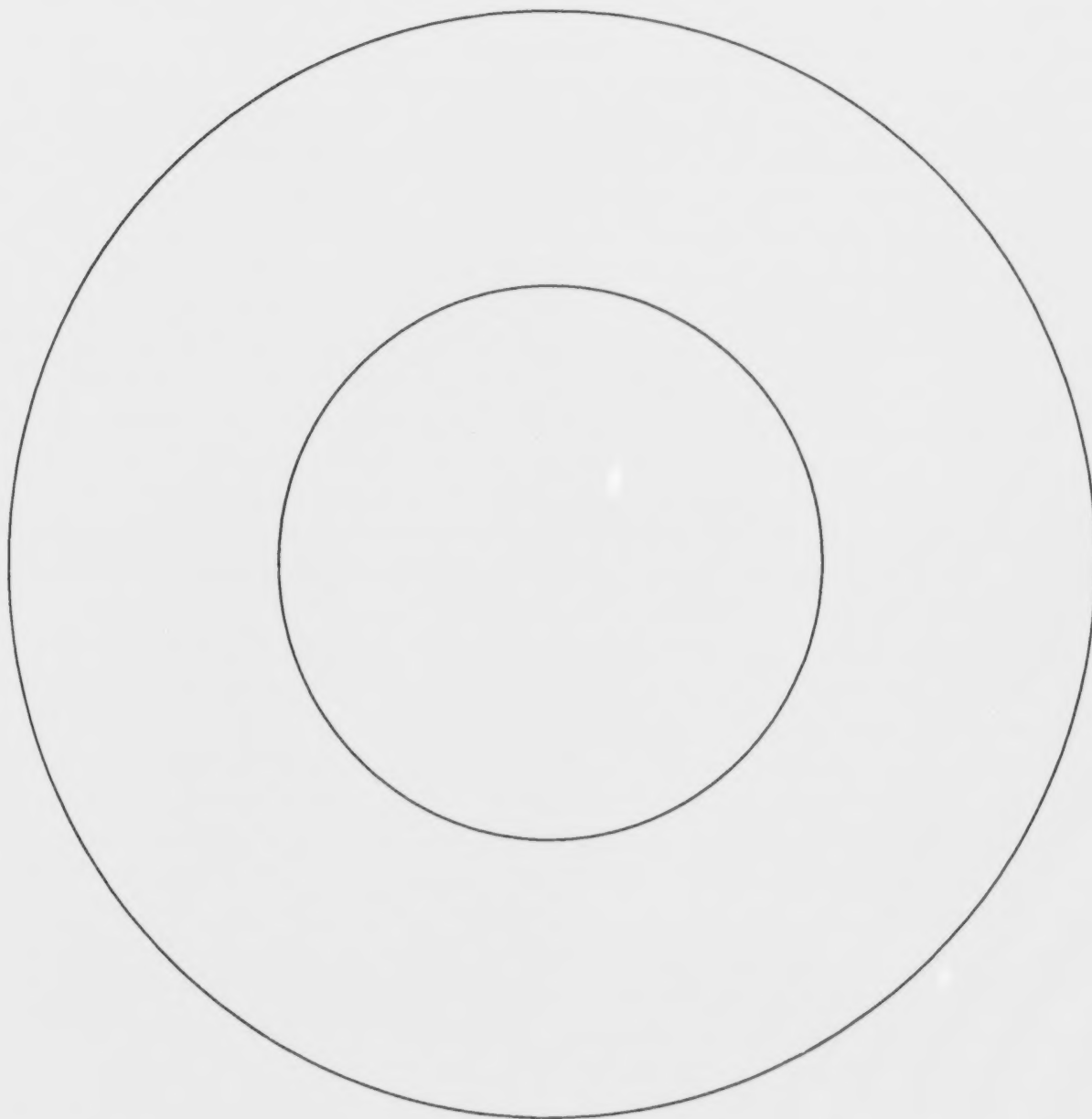
Identify the problem - Many students do not know what it feels like to be a farmer or to simply work the land. With all of the rich land in California, why do people go hungry?

Develop a plan - Students will brainstorm the best way to become acquainted or, in some cases, more acquainted with the soil and how they could help the hungry in their own community.

Initiate Action - Plant a garden if an area is available or small plants in the classroom. Study and practice proper fertilization techniques to keep the soil fertile. Harvest and give crops or plants to local families in need, charitable foundations, shut-ins, or nursing home residence.

Reflection - Students will keep a journal and reflect as they care for their plants. Did their attitude toward the plants/crops change as the time went on? Have the students enter their feelings as they gave their harvest away. How does their action to help the needy in their community relate to the life of César E. Chávez? Students should learn that the conditions of farm workers improved mainly because of César's efforts to bring dignity, justice, and respect to farm workers. As a result his efforts, farm workers were given bathroom facilities and fresh cool water near where they worked.

Appendix A
My dinner plate



Appendix B

How my _____ arrived to my dinner plate.



Appendix C

Vocabulary Guesswork

Read each sentence with your group. Discuss the vocabulary word and agree on a definition using the clues provided in the sentences. Write your group definition on the lines.

1. There are four main regions in California. These regions share the same kinds of natural features.

Group definition: _____

2. Land and climate have always been one of the main reasons people have come to California. The kind of weather a place has most often, year after year, makes up its climate.

Group definition: _____

3. There are many farms in the Central Valley. It is famous for agriculture.

Group definition: _____

4. The farms need workers to help with the crops.

Group definition: _____

5. These workers move from one crop to another and one part of California to another during the year. They follow the harvest. Because they move from place to place, they are called migrant workers.

Group definition: _____

Appendix D

Read your group definitions again. Now read the dictionary definitions below. Highlight the words or phrases that are the same. How close was your group to this definition?

region – a large part of the earth's surface

climate – the prevailing weather of a place

agriculture - the work of producing crops and raising livestock; farming

crop – any agricultural product, growing or harvested

migrant worker – a farm laborer who moves from place to place to harvest seasonal crops

Appendix E

region
climate
agriculture
crop
migrant worker

Appendix F

A

- 1) The word starts with the letter c.
- 2) The word starts with the letter a.
- 3) The word starts with the letter r.
- 4) The words start with the letter m.
- 5) The word starts with the letter c.

B

- 1) The word ends with the letter p.
- 2) The word ends with the letter e.
- 3) The word ends with the letter n.
- 4) The words end with the letter r.
- 5) The word ends with the letter e.

C

- 1) The word has 1 syllable.
- 2) The word has 4 syllables.
- 3) The word has 3 syllables.
- 4) The words have 4 syllables.
- 5) The word has 2 syllables.

D

- 1) The word means – any agricultural product, growing or harvested
- 2) The word means – the work of producing crops and raising livestock; farming
- 3) The word means – a large part of the earth's surface
- 4) The words mean – a farm laborer who moves from place to place to harvest seasonal crops
- 5) The word means – the prevailing weather of a place

Appendix G

Coastal Region	Mountain Region
Desert Region	Central Valley

Appendix H
(map of CA)



Appendix I

Fact Sentences

Use your notes and map to write 3 fact sentences about each region of California.

Coastal Region

1. _____
2. _____
3. _____

Mountain Region

1. _____
2. _____
3. _____

Desert Region

1. _____
2. _____
3. _____

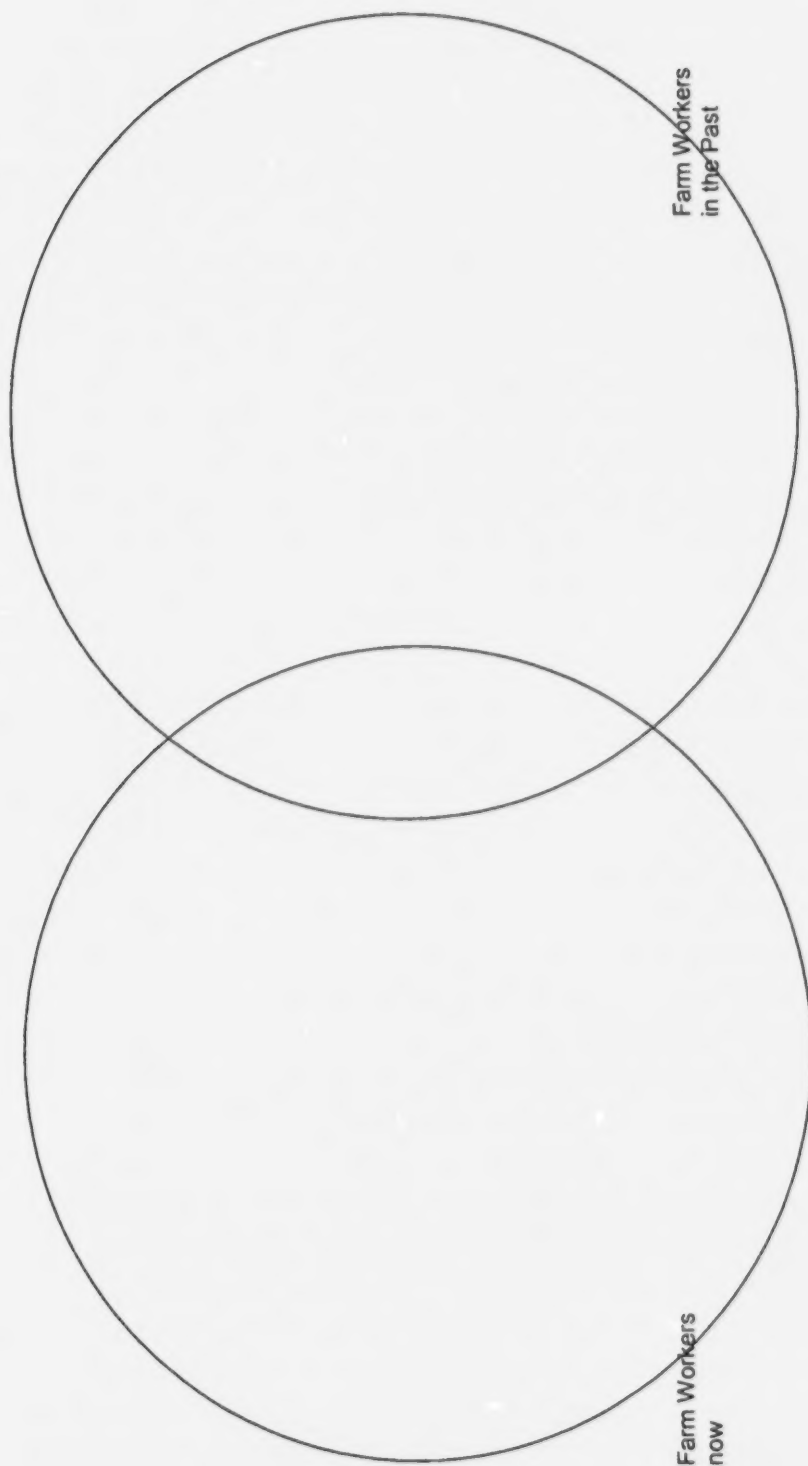
Central Valley

1. _____
2. _____
3. _____

Appendix J
(Map of CA counties)



Appendix K



Appendix L

What is being compared and contrasted?	How are they the same?	How are they different?

WRITING COMPARE AND CONTRAST SENTENCES

Use some of these signal words when you write compare sentences:

too the same as alike both similar have in common resemble in the same way as well as

01.

02.

03.

Use some of these signal words when you write contrast sentences:

but different even though yet however in contrast on the other hand instead otherwise

01.

02.

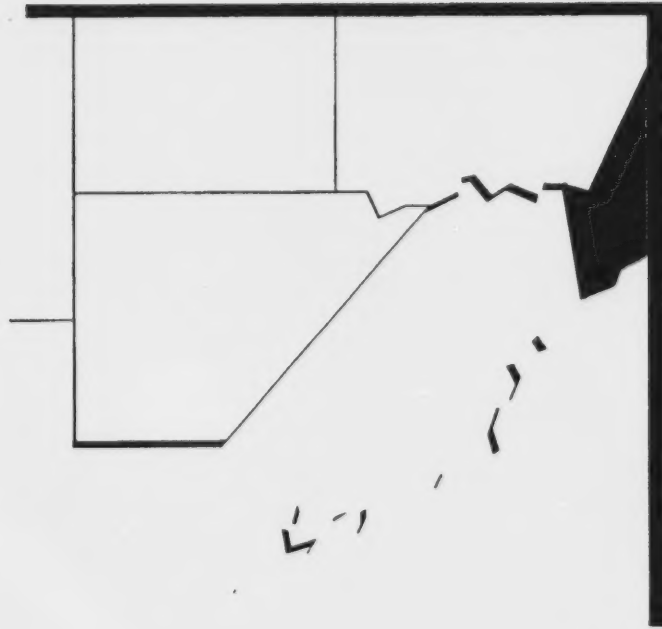
03.

Mini - Lecture



Grade Three
Lesson One

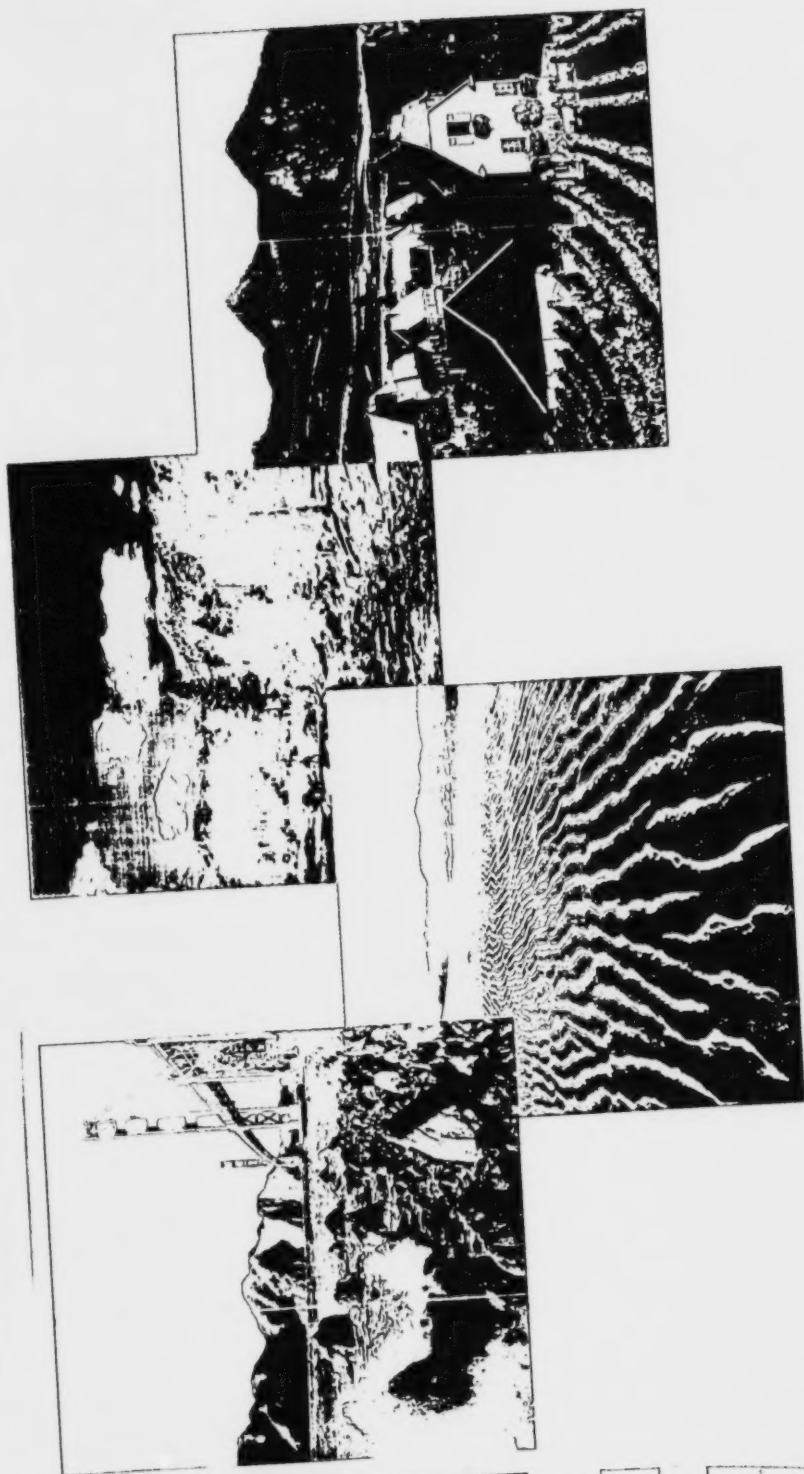
California is your
state.



Many people
make
California
their home.

Land and climate have
always been one of the main
reasons people have come to
California. The kind of
weather a place has most
often, year after year, makes
up its climate.

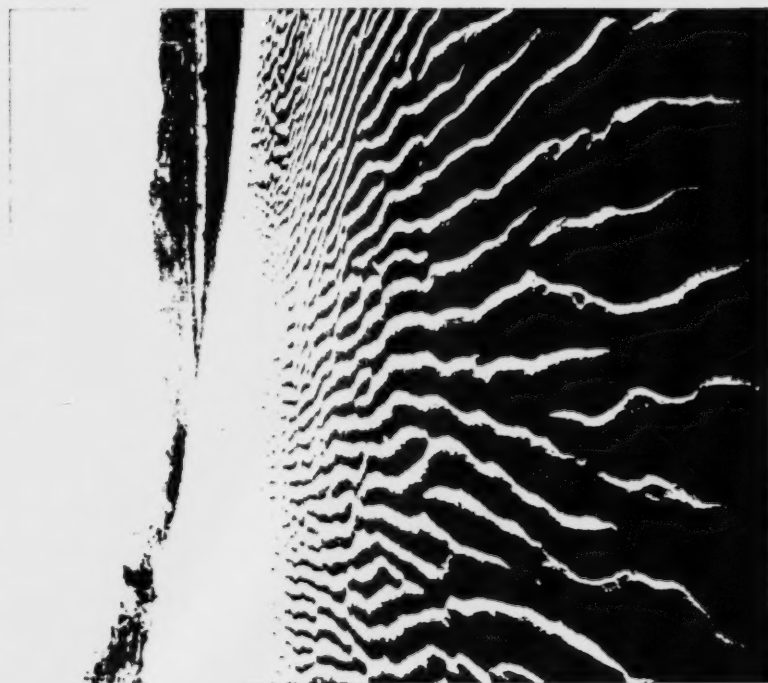
People say that you can find any climate you like in California. There are four main regions in California. A regions shares the same kinds of natural features, like these.





The Coastal Region is
along the Pacific
Ocean.

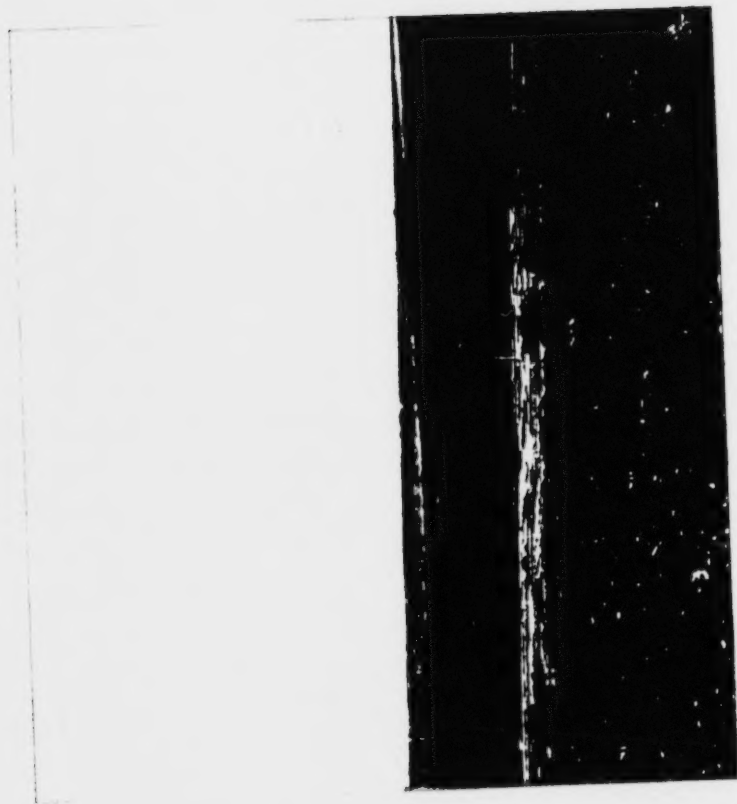
The Desert Regions are hot and dry, but people have used irrigation to turn parts of the desert into farmland.





The Mountain Regions cover more than
half of the state.

In between the Mountain Regions, there is the Central Valley. The soil is very good for growing crops.





There are many farms in the Central Valley. It is famous for farming and crops.

The farms need workers to help with the crops. These workers move from one crop to another and one part of California to another during the year.



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They follow the harvest. Because they have to move from place to place, they are called migrant workers.

Lesson Title:

César E. Chávez: An American Hero

Grade Level:

Grade Three Lesson 2

Unit of Study:

Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

History- Social Science Standard:

3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman, Martin Luther King, Jr.).

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Communities*. Unit 3: Communities Grow and Change. Lesson 5. Unit 6: The Many People of a Community.

McGraw-Hill: *Communities*. Unit 3: Building a Government. Chapters 6 and 7. Unit 4: Communities on the Move. Chapter 9. Building new lives.

Setting the Context:

As a boy growing up in Arizona and California, César Estrada Chávez knew the difficult life of a migrant farm worker. Most of the families, like his own grandfather, were immigrants from Mexico and Central America. They had to move frequently to be where the crops were when they were ready for harvest. Some farm owners housed their workers in miserable migrant camps, paid very low wages, and treated them unfairly.

César E. Chávez devoted his life to improving conditions for the farm workers, the poor, and the disenfranchised. He worked to bring dignity, respect, and justice to those that harvest our food and those that society forgets. He formed a union, the Farm Workers Association that later became the United Farm Workers (UFW). In 1968, he led a nationwide boycott against California grape owners, urging people not to buy grapes as a protest against unfair treatment of workers. Chávez also led strikes and peaceful marches to demand laws to protect the farm workers. César used nonviolent methods to bring about social change and economic justice and, as a result, captured nationwide attention. The largest and most powerful grape growers finally agreed to settle with the union, and growers of other crops slowly followed. Through 30 years of dedicated work, César E. Chávez did help to improve wages and living conditions for farm workers everywhere, helped them gain social and economic justice, and taught them how to organize in order to solve problems, many of which continue to confront them

Focus Questions:

What life experiences shaped César E. Chávez's personality and character?

What were the reasons that César E. Chávez wanted to help farm workers?
How did César E. Chávez make the world a better place?
How does his work continue to inspire others?

Expected Learning Outcomes:

Students will be able to create and interpret a time line of César's life.
Students will be able to state and analyze several causes and effects of César's actions to help migrant farm workers.
Students will be able to compare and contrast conditions of migrant workers now and in the past.

Assessment:

Time lines on the life and work of César E. Chávez
Role-play or write from the perspective of César E. Chávez
Electronic quiz on major events in Chávez's life
Cause and effect sentences regarding Chávez and actions
Paragraphs comparing and contrasting migrant farm workers now and in the past

Key Concepts:

Culture, Diversity, Interdependence
Human-environment interaction/human-land relationships, Work

Essential Vocabulary:

protest
boycott
fasting
strike
huelga
union

Primary Sources:

Photographs, first-hand accounts, interviews

Visuals:

Illustration, maps, graphic organizers

Procedure

Motivation:

Review the four natural regions of California using the student made-maps from the "We Depend on the Land" lesson (Lesson 1). Discuss that the Central Valley is home to the largest farms in the State. Today, you are going to share a book that takes place in the Central Valley. It is an alphabet book in Spanish and English depicting the lives of migrant farm workers. Conduct a read aloud of *Gathering the Sun* by Alma Flor Ada (Lothrop, Lee & Shepard Books, New York).

At the conclusion of the read aloud, go through the book a second time showing the illustrations and discussing the details of the illustrations. Then go to the front of the book and read the inscription, "To the Living Memory of César Chávez." Ask students what they know about this man. Turn to the C/Ch page of the book and reread the page:

César Chávez

*Your steps no longer cross the dusty fields
where your strong voice once shone
yet your example
and your words
sprout anew in the field rows
as seedlings of quiet hope.*

Tell students that César E. Chávez was a man who worked hard during his lifetime to bring justice, dignity, and respect to farmworkers. He wanted the world to be fair to everyone. He helped people work together to make changes. Tell students they are going to study the life and work of this American hero.

Making Connections:

Look at attached primary source photo of a migrant worker using a short-handled hoe. Ask students to discuss this photo. What region of California did this photo probably come from? With students in pairs, provide each group with a small bag of confetti or other small object. Instruct one student to spread the confetti on the floor. Instruct the other student to bend over like the man in the photo and pick up the confetti without standing up or kneeling. Repeat the simulation with the other partner. Hold a discussion about the simulation: How did it feel to be in that position? Could you do that for an hour? A morning? A whole day? That type of work is called "stoop labor." The man in the photo, as well as thousands of others including César E. Chávez, worked like that all day long in the fields. The short-handled hoe is no longer legal to use in the fields of California. That was one working condition that César E. Chávez worked hard to change.

Vocabulary Activities:

1. Use primary source photos and samples like the following sentences and definitions:

Protest – César and the farm workers did not like the working conditions and the way they were treated by farm owners. César talked to farm workers about protesting these conditions. (workers with La Desgracia de los Pesticidas sign or other protest photo)

Definition – to say or to show that you do not like something

Strike and Boycott – César started strikes and boycotts to help grape pickers. He asked everyone to stop buying grapes. (picket signs and marchers)

Definitions - strike- when a group of workers stop working until conditions are changed

boycott- to refuse to buy things from a company until conditions are changed

Huelga – “Huelga! Huelga!” was the farm workers’ cry. Huelga is the Spanish word for strike. (strike signs held by workers)

Definition – pronounced “hweal-ga”, it is the Spanish word for strike - when a group of workers stop working until conditions are changed.

Fasting – César used fasting as a nonviolent way of bring attention to the problems and poor living conditions of the migrant farm workers. Once he did not eat food for 25 days. When he broke the fast, he was with his wife, Helen, and Robert F. Kennedy. This fast got the attention of the world. (breaking fast with R. Kennedy)

Definition – a peaceful way to protest by not eating food

Union – César started a union to help farm workers receive better treatment and better pay. (César speaking with union sign in background)

Definition – a group of workers who join together to seek fair treatment and better pay

2. Print out the vocabulary word cards and display in the classroom for future reference and environmental print (Appendix A).
3. To further develop the concepts associated with each vocabulary word, print out the Word Square activity sheet and provide students time to complete one for each word. Word Square has the advantage of being an excellent developmental exercise or an assessment component. It demands the student to recall a definition, visualize the definition, and describe what the word is not. The exercise may be done cooperatively, in pairs, or on an individual basis. Students are to draw a square and fill in the details of writing, visualizing, and describing the definition of the word or concept. Allow students time to share their word squares with a small group or the whole class. Staple word squares together to form a class book. (Appendix B)

Guided Instruction:

- 1) Read the Biography of César E. Chávez (attached). Lead a discussion around the following questions or have students work in pairs to answer the questions on the “Biography Discussion” sheet (click option)

Biography Discussion Sheet

- a. What did César learn from his family? (knowledge)
- b. Why do you think it was personally important for César to fight against prejudice and injustice? (comprehension)
- c. César met people and read books that changed his life forever. Which people have you met or books have you read that have changed your life? (application)
- d. Explain how forming a union helped farm workers. (analysis)
- e. Create a new flag for the UFW. What three colors would you use? Explain what each color represents. (synthesis)
- f. Which nonviolent method of protest - boycotts, strikes, marches, or fasts - do you think was most effective? Why? (evaluation)

- 2) Click on "Time Line" activity. Students will see the major events of César's life and can click and drag them to the correct chronological order. Students can then print out the time line and add illustrations.

Time line sentences:

- a. César E. Chávez was born to Juana Estrada and Librado Chávez
 - b. César's father loses his farm and the family becomes migrant farm workers.
 - c. César's father is injured in a car accident and César quits school to support his family.
 - d. César joins the United States Navy.
 - e. César marries Helen Fabela.
 - f. César meets Father McDonald.
 - g. César meets Fred Ross and joins the Community Service Organization.
 - h. César and Delores Huerta form the United Farm Workers Union.
 - i. César and the Farm Workers Association join the Delano Grape Strike.
 - j. César calls for a nationwide boycott of grapes.
 - k. César organizes a march from Delano to Sacramento, California.
 - l. Grape growers sign contracts with the UFW.
 - m. The short-handled hoe is outlawed.
 - n. California revises its use of pesticides.
 - o. César dies in San Luis, Arizona.
- 3) Using the program "Timeliner™" by Tom Snyder Productions, Watertown, MA (or something similar that we create for our site), have students create their own time line for the life and work of César E. Chávez.
- 4) Begin a class t-chart at this time. Title one side of the chart "Events that influenced César's Life" and title the other side of the chart "People who influenced César's Life." Have the class brainstorm the events and people they have read about so far. Tell them they will add to this chart as they continue learning about César. Invite them to gather resources on their own and bring information back to the class. (Appendix C)
- 5) As a shared reading, read the primary source article or portions of the article entitled, "Huelga – The First Hundred Days of the Great Delano Grape Strike." Eugene Nelson: Farm Worker Press, 1966 (Appendix D). Show students on their time lines when this article was written and briefly explain the context of the article. The article begins with a childhood memory of César. Ask students to listen for the events in his life that molded his personality and character. Also listen for the names of people who influenced César's life. After the reading, hold a discussion about the article and add information to both sides of the class chart.
- 6) Begin another class chart entitled "Voices." (Appendix E). This chart will be used to keep track of the different perspectives concerning migrant farm workers. As students listen to and read primary source documents, keep class notes on the different perspectives of the people involved. You may need to develop the concept

of "perspectives" prior to this portion of the lesson. Use a playground incident to explain the many perspectives involved in any one incident. A role-play of all the perspectives involved is helpful.

Listen to quotes and speeches from individuals involved. Read primary source accounts, newspaper articles, and view photographs. (*Have menu of options being sure all perspectives are covered*)

When the graphic organizer is complete, have students write position papers using the information on the graphic organizer or write editorials expressing a particular point of view.

- 7) Click on the "Creating Change" icon or use Appendix F. Here students will complete a cause and effect graphic organizer highlighting why and how César helped create change through nonviolent methods.

Practice/Assessment Opportunities:

Students write "because" sentences. Conduct a mini-lesson on the two main ways to use "because" in a sentence. A lesson on comma usage is appropriate. Use a topic such as school lunch for a model. *I am buying my lunch today because they are serving pizza. Because there is pizza for lunch, I am going to buy it.* Allow students time to practice writing "because" sentences with familiar topics. Then ask them to write "because" sentences about César E. Chávez. Allow students time to share their sentences. It is helpful to have students write their sentences on sentence strips. Sentences can then be grouped in outline form and the class can write individual, small group, or whole class paragraphs.

- 8) Write individual, small group, or a whole class e-mail or letter to the César E. Chávez Foundation. Ask students to express how César helped the condition of farm workers today and include their opinion of his work.
- 9) Invite a migrant farm worker to visit the class. Compare his or her experiences with experiences of migrant workers past.
- 10) Complete a class "I Am a Farm Worker" graphic organizer (Appendix G) and then have the students write "I Am a Farm Worker" Poem (Appendix H). The poem is an effective way to assess students' knowledge, historical empathy, and higher level thinking skills. To provide the needed structure and vocabulary for some students, complete a class graphic organizer first. It will provide the class with review and spark ideas for more meaningful poems. Print out poems and have students illustrate a border. Make a class book or poster for others to enjoy.
- 11) Students write a Bio-Poem on César E. Chávez. (Appendix I)

- 12) Read "*Prayer of the Farm Worker's Struggle*" (Appendix J). Discuss the meaning as necessary. Assign a line of the poem to a student or pair of students so they can illustrate it. Create a poster with the illustrations.

Integrating Language:

Note-taking on graphic organizers
Using notes to write position papers
Cause and effect sentence writing
Mini-lesson on comma use in sentence writing
Friendly letter writing
Poetry

Enrichment:

Read and discuss books such as *Elegy on the Death of César Chávez* by Rudolfo Anaya (Cinco Puntos Press, El Paso, Texas)
Study your local community and see if César Chávez has been memorialized with streets, schools, buildings, and so forth.

Appendix A

protest
boycott
fasting
strike
huelga
union

Appendix B

Word Square

The Word	A Picture or Diagram
Definition	A Picture or Diagram of What the Word is Not

Appendix C

Events That Influenced César's Life	People Who Influenced César's Life

Appendix D

Source: *Heulga – The First Hundred Days of the Great Delano Grape Strike*

Eugene Nelson

Delano: Farm Worker Press, 1966

Who Is César Chávez?

It is the year 1943 in the city of Delano. A young man in his late teens is home visiting his family after working in a distant part of the State, and he decided to see a movie show. He walks to a local movie house, buys his ticket, and enters the crowded theater. As he stands at the rear of the aisle and his eyes become accustomed to the dark, he observes that the people on one side of the aisle are mostly dark-skinned, Mexican-Americans like himself, while all the people on the other side of the aisle are white, Anglos.

He starts down the aisle. Of course he had known before he went away from home that the theater was segregated, one side for white people and one side for people of color. Now after having traveled to different parts of the world, he recognizes how unjustly some people are treated in America. He wonders, why this condition exists as he continues walking down the aisle, looking for a seat. Was he not an American citizen who deserved equal treatment? Didn't he deserve to receive the same respect as most Americans? Was he not living in a country where all men were supposed to be equal? Had he not paid the same price to enter the theater as everyone else? Why then should he be told he could not sit in a certain part of the theater where others were allowed to sit?

He finds a seat and sits down.

It is only a minute before a movie attendant taps his arm. "I'm sorry, but you'll have to sit on the other side of the aisle."

"Why? What's wrong?" the young man asks.

"I'm sorry, but Mexican people have to sit on the other side of the aisle."

"Why?"

"I'm sorry, but those are the rules."

"I'm not bothering anybody, why can't I sit where I want to sit?"

Several people are turning to look now at this young Mexican American who apparently thinks he deserves equal treatment, dignity, and respect in the same manner as other Americans.

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"Look, if you don't move, I'll have to call the manager." The young man says nothing, and continues to look at the movie.

The manager comes: his pleadings are of no avail. He in turn calls the police.

The young man feels a rough hand on his shoulder. He looks up to see two large and strong policemen standing over him in the darkness.

"All right, buddy, let's get going."

"What's wrong? I didn't do anything wrong, I didn't break any law."

"You broke the law of this theater, now let's get moving."

"But I didn't—"

"Look, are you coming with us, or do we have to use a little persuasion?"

The young man suddenly finds himself yanked up out of his seat, pushed toward the entrance and on out to the sidewalk, and then taken to the local police station — and all because he accepted literally the proclamation that in America, all people are created equal.

It is 22 years later, September 23, 1965. The fourth day of the strike. We drive along busy Glenwood Street, César and I. The centerline of the street is like the center of no-man's-land on a battlefield. On one side of the street are the little Filipino and Mexican cafes filled with strikers. On the other side the railroad and the packing sheds, not very busy now that we have almost emptied the fields of workers, and a few company men give us scathing looks as we drive past.

As I drive along, César seems deep in thought. I wonder what he is thinking, what the hundred problems are that are on his mind, no doubt tricky and involved legal processes involving unions that I not even faintly understand—the pressure he must be under!

"Look," he says with a sudden grin, "that little girl."

I turn to see a six-year-old Mexican girl bobbing away from us along the sidewalk, her pigtail swinging from side to side like a clock pendulum gone berserk; as she hurries onward on her unknown mission it seems almost to lift her skyward like the whirling blades of a helicopter. So these were the momentous thoughts!

He's always noticing little things along the road that escape me—and writers are supposed to be observant. Is this a great man's way of relaxing? Perhaps it is one test of intelligence to be able to throw one's self wholeheartedly into a cause,

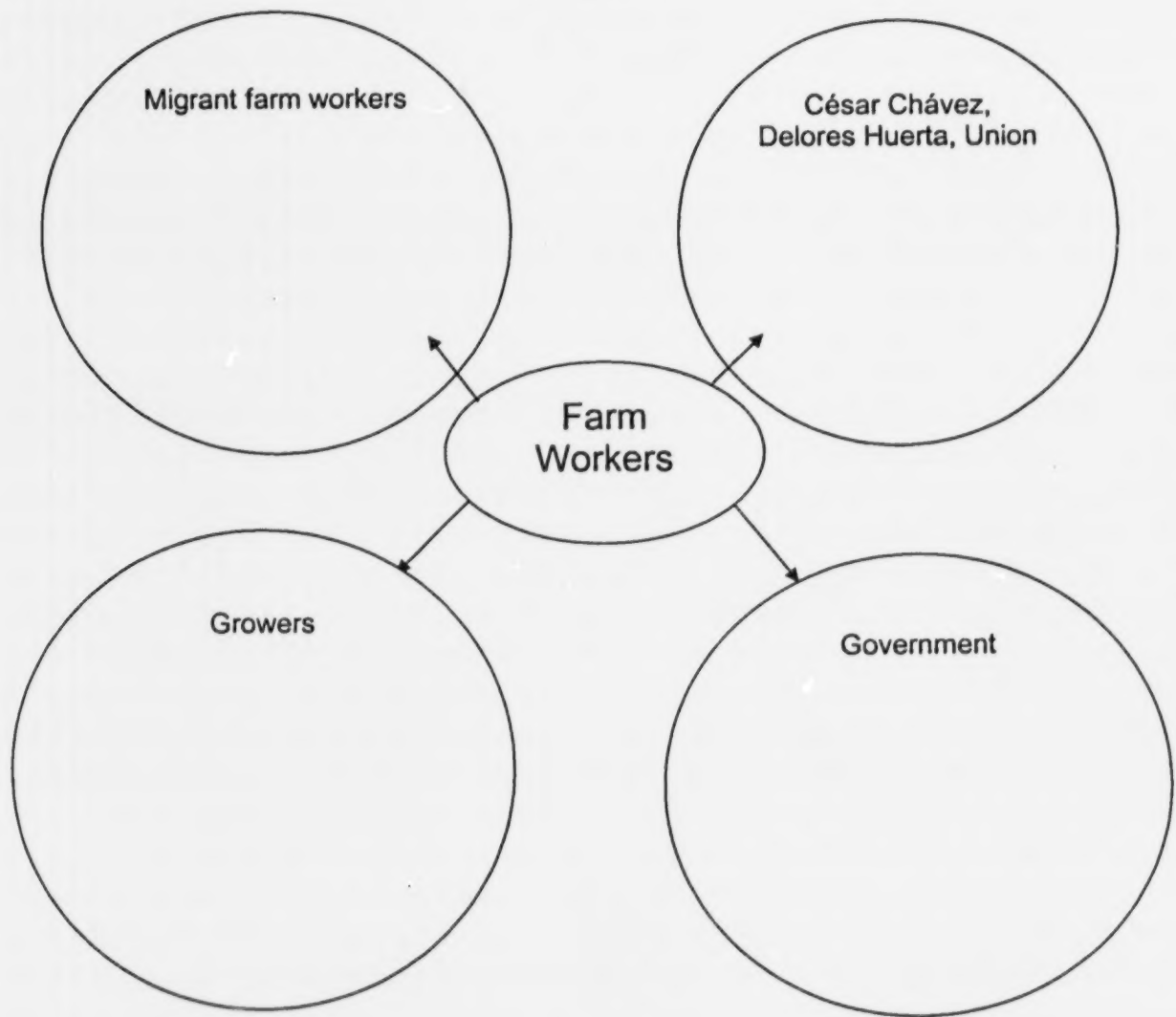
and yet still have another part of the mind free to live a normal life with all its concerns and sensations. Other times he surprises me during moments of high import by discussing a multitude of things that have no bearing on the strike: women, the duties and necessities of marriage, child-rearing, the passing scenery. Or when problems are pressing, he takes time off to practice zany judo chops with his young sons, "Birdie" and "Babo."

(http://www.sfsu.edu/~cecipp/César_Chávez/whoisCésar.htm)

The whole article is seven pages long.

Appendix E

Voices



Appendix F

Cut out the cards. Match each cause with its effect. Make an illustration for each.

CAUSE	EFFECT
César works on farms	He organizes the workers in marches and strikes
César joins the CSO	He knows how difficult the work is and experiences poor working conditions on the farms
César continues to be unhappy about the working conditions of farm workers	CSO helps people register to vote, set up meetings where farm workers can discuss problems
Farm workers strike demanding fair wages	California honors César E. Chávez with a holiday as we remember this American hero
César devotes his life to helping others	César asks for a nationwide boycott on grapes and he fasts as a peaceful protest to gain sympathy from the nation. New laws are made to help farm workers.

Cause and Effect Answer Key

César works on farms---He knows how difficult the work is and experiences poor working conditions on the farms

César joins the CSO---CSO helps farmers register to vote, sets up meetings where farm workers can discuss problems

César continues to be unhappy about the working conditions of farm workers---He organizes the workers in marches and strikes

Farm workers strike demanding fair wages---César asks for a nationwide boycott on grapes and he fasts as a peaceful protest to gain sympathy from the nation. New laws are made to help farm workers.

César devotes his life to helping others---California honors César E. Chávez with a holiday as we remember this American hero.

Appendix G

What Farm Workers May Have Seen	What Farm Workers May Have Heard	What Farm Workers May Have Thought	What Farm Workers May Have Touched	What Farm Workers May Have Said

Appendix H

I Am a Farm Worker Poem

By _____

I am _____
I wonder _____
I hear _____
I see _____
I want _____
I am _____

I pretend _____
I feel _____
I touch _____
I worry _____
I cry _____
I am _____

I understand _____
I say _____
I dream _____

Appendix J

Bio-poem frame

- 1) (First) Name
- 2) 4 words that describe person
- 3) Friend (or relative) of _____
- 4) Lover of _____ (3 things or people)
- 5) Who learned from _____ (3 ideas)
- 6) Famous for _____ (3 items)
- 7) Who used to dream of _____ (3 items)-
- 8) Who feared _____ (3 items)
- 9) Who would never (seldom) _____
- 10) Who needed _____ (3 items)
- 11) Who felt _____ (3 items)
- 12) Who wished _____ (for the world) (3 items)
- 13) Resident of or last name

Appendix K

Prayer of the Farm Workers' Struggle
Written by César E. Chávez
Copyright César E. Chávez Foundation

Show me the suffering of the most miserable;

So I will know my people's plight.

Free me to pray for others;

For you are present in every person.

Help me take responsibility for my own life;

So that I can be free at last.

Grant me courage to serve others;

For in service there is true life.

Give me honesty and patience:

So that I can work with other workers

Bring forth song and celebration.

So that the Spirit will be alive among us.

Let the Spirit flourish and grow;

So that we will never tire of the struggle.

Let us remember those who have died for justice;

For they have given us life.

Help us love even those who hate us;

So we can change the world.

Amen.



Planting strawberries with a homemade tool similar to a short handled hoe. Santa Maria Valley. 1971

Photo by: Manuel Echavaria

Lesson Title:

Understanding a Democratic Society

Grade Level:

Grade Three Lesson 3

Unit of Study:

Our Local History: Discovering Our Past and Our Traditions

History-Social Science Standard:

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. Government.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: Unit 1, Introduction. What is a community? Lesson 2. Unit 3: Communities grow and change. Lesson 5. Unit 5: Living Together in a community, state, and nation. Lesson 2.

McGraw-Hill: *Communities*. Unit 3: Building a Government. Chapters 6, 7, and 8.

Setting the Context:

Effective citizenship requires the knowledge of a democratic government. Understanding rules and laws, including who makes them and who enforces them, leads to a greater understanding of why a citizen should and must follow them. However, when rules and laws are not enforced or are unfair to a group of people, history has shown us that they can be changed. Through dedication, hard work, and nonviolence, César E. Chávez worked to turn his ideas into action in order to improve conditions for migrant farm workers. In this lesson, students will first learn about rules, laws, and a foundational understanding of democracy. These are the concepts that César E. Chávez understood and valued. In lesson 4, students will learn how César E. Chávez participated as a leader of American citizens to influence public policy and change laws and conditions for a group of people in need.

Focus Questions:

What is a law and why do laws exist?

Who makes our rules and laws?

What is the basic structure of the United States Government?

Expected Learning Outcomes:

Students will be able to state examples of local laws and explain why they exist.

Students will be able to describe who makes the laws in a democratic society.

Students will be able to distinguish between the roles of local, state, and federal government.

Assessment:

Select a law and explain in writing why the law was made, why it is a good law, and what would happen if the law did not exist.

Write a letter to a local council member to inquire about local laws and his or her responsibilities to the citizens.

Compare and contrast the responsibilities of levels of government on a Venn diagram

Key Concepts:

Change, Continuity, Interdependence

Work

Essential Vocabulary:

law

government

local

state

federal

vote

Primary Sources:

Minutes from a local board meeting, quotes from Chávez

Visuals:

Photographs, graphic organizers, charts

Procedure

Motivation:

Display the primary source photo of Chávez breaking his fast with Robert Kennedy present. Tell students that in 1988, Chávez fasted for 36 days to protest the use of pesticides in farm fields. Many people came to express their support. Lead a discussion with the following questions: Why was Chávez protesting? What did he want changed? Harmful pesticides are no longer used in farming. Why are they no longer used? Elicit that there is now a law that prevents the use of harmful pesticides. Pesticides are not good for farm workers, consumers, or the environment. A new law was made to protect citizens. Ask students: What are laws? Why do they exist? Write these questions on chart paper and record their responses. Add to the chart throughout the lesson. (Appendix A)

Making Connections:

Ask students if there are "laws" in the classroom? We usually call them "rules", but they are the "laws" of the classroom community. Explain that classrooms and schools have rules that we must follow in order to be happy and safe. In our communities we have laws that protect us and keep us safe. Ask students to describe what the playground would be

like if there were no rules or the rules were not enforced. Rules and laws are necessary for an orderly and safe playground and an orderly and safe community.

Vocabulary Activities:

- 1) See attached "Vocabulary Activity" or go to power point presentation at [http://chavez.scientech.com/teachers/lessons/resources/presentations/Grade 3 Lesson 3.ppt](http://chavez.scientech.com/teachers/lessons/resources/presentations/Grade%203%20Lesson%203.ppt) . Students will read a short paragraph accompanied by slides of maps and pictures. Essential words will be highlighted. Students can click on the word to view a definition of the word.

Paragraph: A government runs our country (map of U.S.). (photo of White House, photo of State Capitol Building - highlight California on map and a photo of Los Angeles City Hall - highlight Los Angeles on map) Citizens of the United States **vote** for people who make the laws that we all live by. Cities have **Local** Governments. (photo of a mayor) California has a **State** Government (photo of the Governor) and the United States has a **federal** government (photo of the President). Each level has different responsibilities to the citizens of this country.

Definitions:

Government - a group of elected citizens who make the rules for a town, city, county, state or country

Vote - to say what you think a group should do

Law - a rule that helps make a community a safe place to live

Local - having to do with a particular city, town, or small community

State - having to do with a particular state

Federal - having to do with a country

- 2) Students will play a game in which they match the vocabulary word to the correct definition. Use Appendix B for cards for this game.
- 3) Students will type in the correct vocabulary word in a cloze activity by using Appendix C.
- 4) Print out the vocabulary word cards and display in the classroom for future reference and environmental print. (Appendix D)

Guided Instruction (adapted from the California Third Grade Course Model)

- 1) In pairs, small groups, or as a whole class, have students complete the "Who Makes the Rules and Laws?" graphic organizer (Appendix E). They will predict who makes the rules they follow to determine that rules are a part of their lives at home, at school, and in the community. Debrief and discuss students' thoughts and perceptions.

Practice/Assessment Opportunity:

Have students select a law that they know about. For example, bike riders under the age of eighteen must wear a helmet or the speed limit is 65 mph on the freeway. Then have

students explain in writing why the law was made, why it is a good law, and what would happen if it did not exist.

Write a letter to a local council member to inquire about local laws and his or her responsibilities to the citizens.

- 2) Invite a local government official, police officer or principal to discuss the importance of rules and laws. Explore local government on-line resources. City Council Meeting minutes are usually posted on City Web sites. Take the opportunity to explore this primary source document.
- 3) Read aloud *House Mouse, Senate Mouse* by Peter and Cheryl Barnes (Scholastic, New York) to introduce how laws are made. Discuss that citizens elect officials in government. American citizens over the age of 18 must register to vote to participate in elections. Registered voters have the opportunity to vote in Local, State and Federal elections.
- 4) Review the three levels of government – Local, State and Federal. Print out Government Sort cards (Appendix F) that include vocabulary and phrases related to government. In pairs or small groups, have students sort the cards into three categories: Local Government, State Government, and Federal Government. Some of the categories overlap and may vary according to your local community. At the end of the sort, allow students time to share their results and explain why they made their choices. Discuss the similarities and differences of the various classification systems. Go over the possible correct answers for the sort and discuss as necessary.

Possible answers to Government Sort Activity:

Federal Level

- Makes the laws for the nation
- Prints the coins and money
- Runs the armed forces and provides national defense
- Deals with other nations
- Meets in Washington, DC
- Runs the Postal Service
- President

State Level

- Makes laws for the State
- Builds and maintains prisons
- Helps fund public education
- Meets in the State capitol
- Issues drivers licenses
- Governor

Local Level

- Makes laws for counties, cities and towns

Provides law enforcement, fire protection
Provides roads, parks, hospitals, water
Meets at City Hall
Mayor

Practice/Assessment Opportunity

The next day, have students sort the cards again into the different level of government. Have them print out or glue down the cards and write a caption sentence for each level.

- 5) While students complete individual diagrams, lead a discussion about the three levels of government and the responsibilities of each level. Help students compare and contrast the similarities and differences of the responsibilities of each level of government. Begin with the Federal Government and ask, "What does the Federal Government do that no one else does?" Continue with each level and then compare.

Practice/Assessment Opportunity:

Have students write government riddles in which the answer is local, state, federal or a combination of government levels. Allow students time to share their riddles and then create a class Government Riddle Book.

Use Venn diagrams to write compare and contrast sentences (Appendix G). Use the structured compare and contrast graphic organizers and writing papers. (Appendix H)

- 6) Inform students that many rules and laws are passed because interested citizens and groups become involved. César E. Chávez valued our democratic society. He said, *"...if we make democracy work, I'm convinced that's by far the best system and it will work if people want it to."* Display this quote and lead a discussion to help students interpret this thought. Knowing the democratic system and being an active part of it was how Chávez was able to become an instrument of change.

Integrating Language:

Note taking
Friendly letter writing
Summarizing
Interrogative sentence writing
Using notes to write compare/contrast paragraph
Mini-lesson on comma use

Enrichment:

Write letters to your Congressman or other government officials.

Service Learning:

Identify the Problem - Many people, both young and old, have little idea on how the government works. People of all ages need to be better educated on the workings of government at all levels. César Chávez was keenly aware of this as he tried to get more people involved, especially registered to vote.

Development of Plan - Following this lesson, students will have a better idea on how the Local, State, and Federal Government operates. Have students brainstorm how they can get this information out to the general public. Things to include might be their Venn diagram, a listing of government officials, and the addresses and phone numbers of important government officials.

Initiate Action - Students will develop a government guidebook or brochure and distribute to area shelters, schools, government offices, etc.

Reflection - Students should check back within the month to see how many guides have been taken. They should chart the locations and how many have been distributed. Answer the following questions: (1) Where have the most/least been distributed? (2) Is there a specific reason for this or why do you think so many have gone out from this one site. (3) What might be a way to better distribute the information the next time?

WRITING COMPARE AND CONTRAST SENTENCES

Use some of these signal words when you write compare sentences:

too the same as alike both similar have in common resemble in the same way as well as

01.

02.

03.

Use some of these signal words when you write contrast sentences:

but different even though yet however in contrast on the other hand instead otherwise

01.

02.

03.

Appendix A

What are laws?

Why do laws exist?

Appendix B

Cut the cards apart. Match the vocabulary word to its definition.

Words	Definitions
Government	To say what you think a group should do
Vote	Having to do with a particular city, town or small community
Law	A group of elected citizens who make the rules for a town, city, county, state or country
Local	Having to do with a particular state
State	Having to do with a particular country
Federal	A rule that helps make a community a safe place to live

Appendix C

Use one of the vocabulary words to fill in each blank.

Government	vote	law	local
State	Federal		

1. Citizens of the United States _____ for people who make the _____ we all live by.
2. A _____ runs our country.
3. California has a _____ government and the United States has a _____ government.
4. Cities have _____ governments.

Appendix D

Government
vote
law
Local
State
Federal

Appendix E

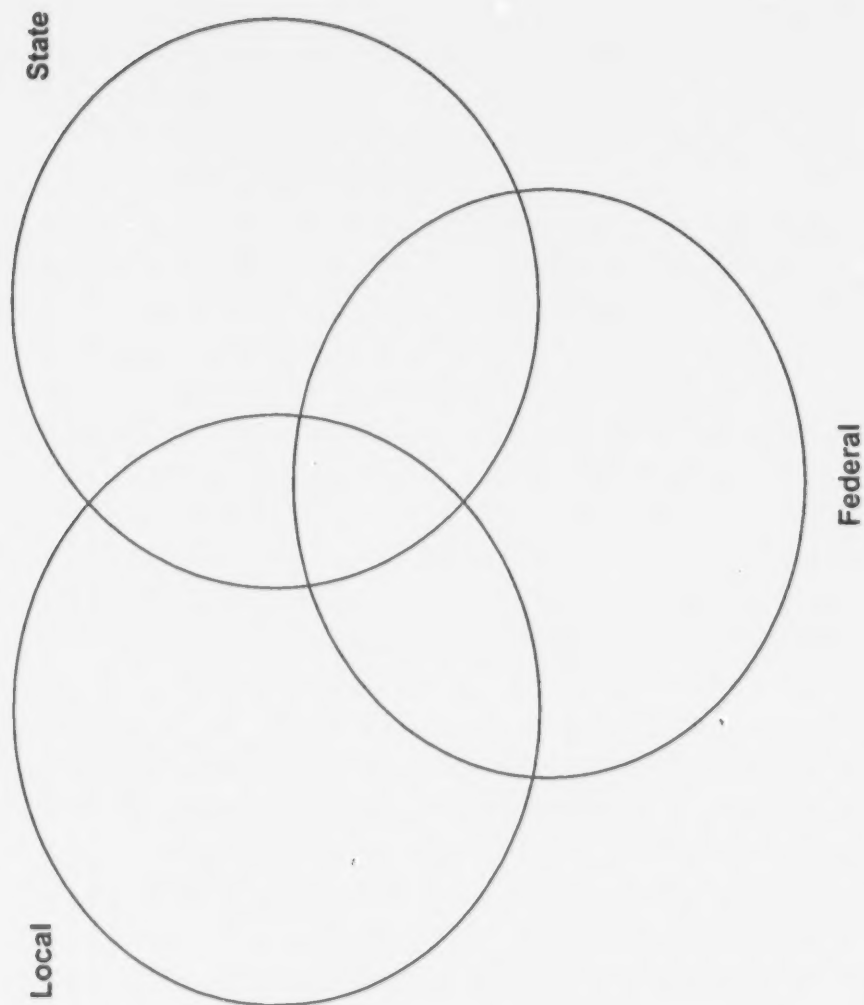
	Who Makes the Rules?	Who Enforces the Rules?	How do You Help?
Family			
Classroom			
School			
Community			

Appendix F

FEDERAL LEVEL
Makes the laws for the nation
Prints the coins and money
Runs the armed forces and provides national defense
Deals with other nations
Meets in Washington, DC
Runs the Postal Service

President
STATE LEVEL
Makes laws for the state
Builds and maintains prisons
Helps fund public education
Meets in the state capitol
Issues drivers licenses

Appendix G



Appendix H

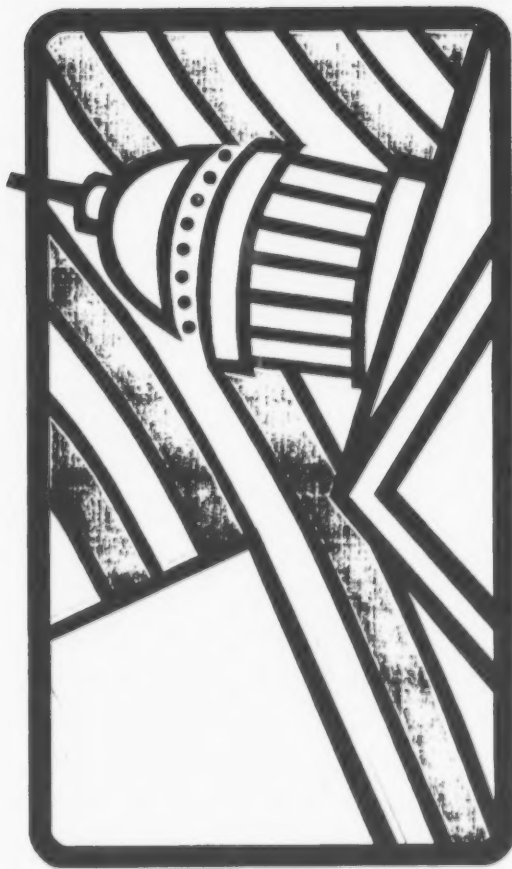
What is being compared and contrasted?	How are they the same?	How are they different?



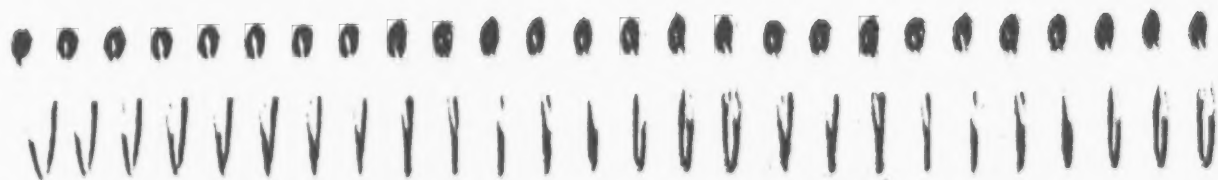
Chavez breaking fast with Robert Kennedy

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Vocabulary

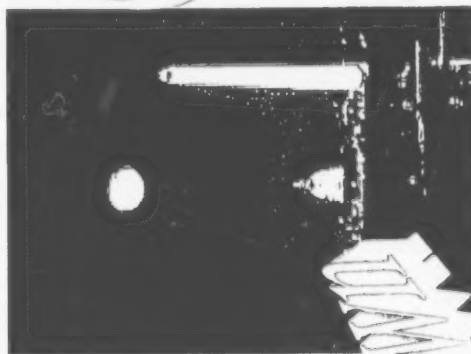


Grade Three – Lesson Three

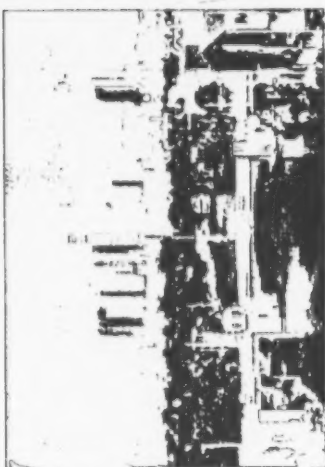


Government

A group of citizens who make the rules for a:



Town



City

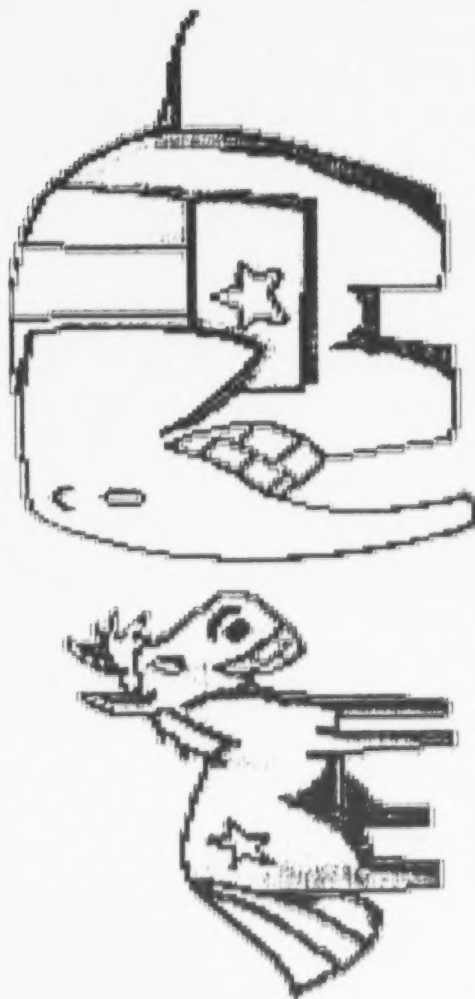


State

Country

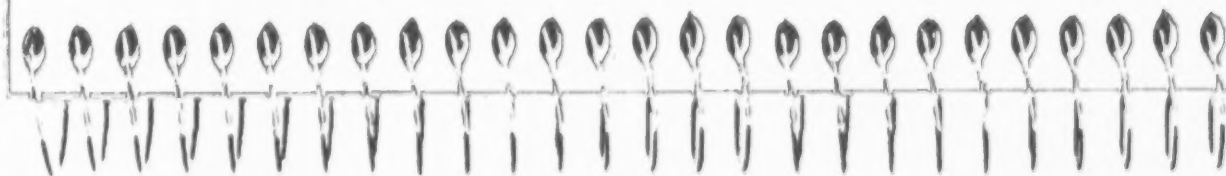
Vote

*To choose or say what you think a
group should do.*



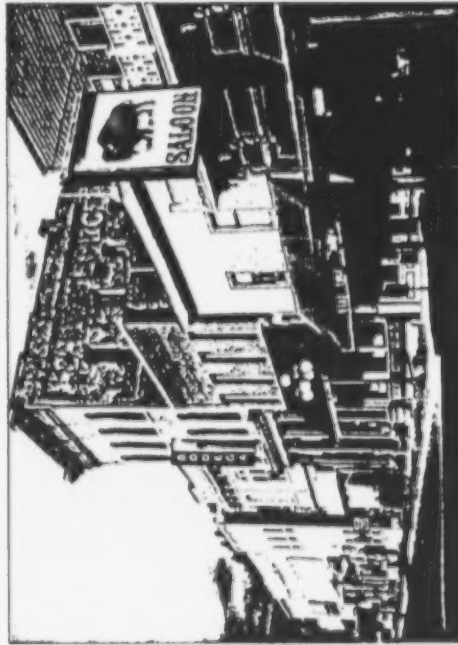
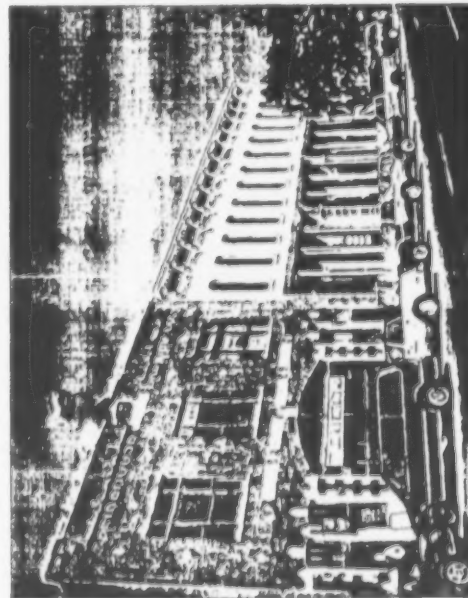
Law

*A rule that helps to make a
community a safe place to
live.*



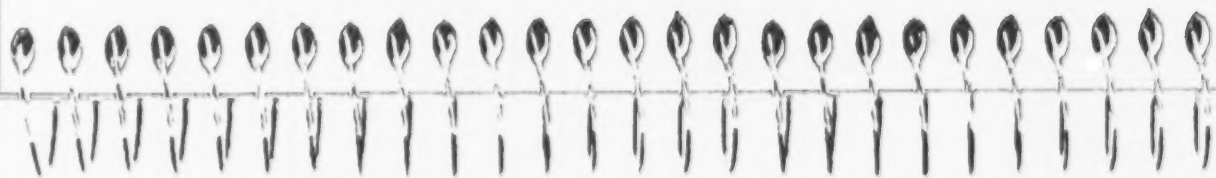
Local

*Having to do with a particular city, town or
small community.*



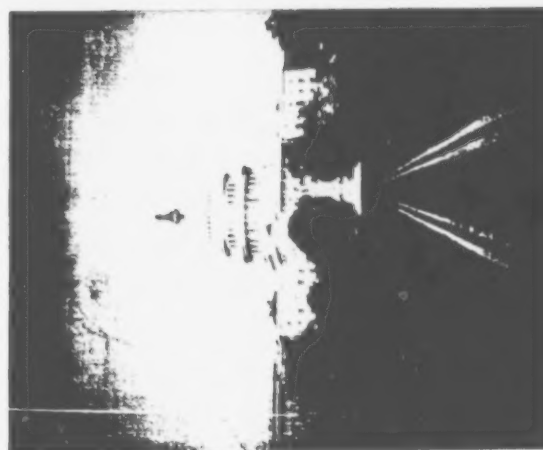
State

*Having to do with a
particular area of a
country.*



Federal

Having to do with a country





A **government** runs our country. Citizens of the United States **vote** for people who make the laws that we all live by. Cities have **Local** Governments. California has a **State** Government and the United States has a **Federal** Government. Each level has different duties to the citizens of this country.

Lesson Title:

César E. Chávez: An Instrument of Change in a Democracy

Grade Level:

Grade Three Lesson 4

Unit of Study:

Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

History-Social Science Standard:

3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

Correlation to K-8 California Adopted Textbooks:

Harcourt-Brace. Unit 1: What is a community? Lessons 2 and 3. Unit 3 Intro: Communities Grow and Change. Unit 4 Intro: People working together. Unit 5: Living Together in a Community, State, and Nation. Lessons 1, 2, 4, 6.

McGraw-Hill: *Communities*. Unit 3: Building a government. Chapter 8: Citizens make Communities work.

Setting the Context:

César E. Chávez dedicated his life to making the world a better place by helping farm workers. He knew about their hard lives because he had worked in the fields throughout his life. César wanted to change things. He began to read books about leaders. He learned how some leaders made life better for others. In 1952, he met Fred Ross and started working for the Community Service Organization. This group helped Mexican-Americans in California. César helped people register to vote and he taught them about their rights.

César believed that farm workers needed a union, so he started the first union for farm workers in the United States called the National Farm Workers Association. It later changed its name to the United Farm Workers. The union worked to seek fair treatment and better pay for workers. César traveled all over California to hear farm workers' problems. The workers listened when César talked about the union. The union's saying was "Viva La Causa" meaning "Long Live the Cause." César got many people to join the union. César did not believe in using violence. He brought attention to the problems of farm workers by leading marches, strikes, and boycotts.

In March, we celebrate the life and work of César E. Chávez. He was a man who believed in using nonviolent methods to gain justice and equality for all people.

Focus Questions:

What was life like for a migrant farm worker in the 1960s?

How did César E. Chávez's civic participation impact the life of farm workers?

What nonviolent methods did César E. Chávez use to create societal change?
What can we do to participate in our local community?

Expected Learning Outcomes:

Students will be able to describe a day in the life of a migrant farm worker in the 1960s.
Students will be able to summarize why Chávez was an important person in American history.
Students will be able to state the nonviolent methods used by Chávez and explain their effects.
Students will be able to develop an action plan to solve a community problem.

Assessment:

Role-play or write a first person account of "A Day in the Life of a Migrant Farm Worker."
Create a Power Point presentation, mural, or other visual that explains the impact of Chávez's work on society.
Complete a Cause and Effect graphic organizer of the nonviolent methods used in The Movement and their effects.
Create an action plan to solve a community problem, then do the plan and write a reflection paper on the experience.

Key Concepts:

change, diversity, interdependence
environment, human-environment interaction/human-land relationships, work

Essential Vocabulary:

violence
nonviolence
civil rights
labor leader

Primary Sources:

Interviews, first-hand accounts, photographs, quotes

Visuals:

Photographs, video clips, graphic organizers

Procedure

Motivation:

Display the quote of César E. Chávez.

"Society is made up of groups, and as long as the smaller groups do not have the same rights and the same protection as others – it is not going to work. Somehow, the guys in power have to be reached by counter power, or through a change in their hearts and minds, or change will not come."

Lead a discussion about the quote. What "groups" are in society? What does Chávez mean by "the smaller groups?" What do you think rights are? Why does Chávez think that all groups of people need the same rights and protection as everyone else? Do you agree with Chávez? Why or why not? Who are "the guys in power?" Tell students that Chávez talks about a "counter power", but is not referring to power by violence. His goal was to create awareness in "the guys in power" - the government - through peaceful protests and creating a union as we learned in lesson 2. Through these efforts, he felt he could influence "hearts and minds" and create change in society.

Making Connections:

Read aloud the book *Something Beautiful* by Sharon Dennis Wyeth (Bantam Doubleday Dell Publishing Group, Inc., New York, 1998). In this story, a young girl notices things in her neighborhood that are not beautiful. After learning in school about the word "beautiful," she begins searching for beautiful things in her neighborhood. She acts on her ideas and feels powerful and she plans and then creates change in her community.

After the read aloud, ask students to think about how the girl created change? What would have happened if she did nothing? Do you think she will influence others to also create change? How might she do that?

Begin a brainstorm chart of problems in the local community that are of personal concern to the students. Later, students will use the list to create a plan of action to solve a community problem.

Vocabulary Activities:

- 1) See attached "Vocabulary Activities" Power Point or go to at <http://chavez.scientech.com/Teachers/Lessons/Resources/Presentations/Grade 3 Lesson 4.ppt> Students will hear and read a sentence with the vocabulary word in context. The words will be highlighted. Students can click on the word to read a definition of the word.

Sentences:

When people use **violence** to solve problems, people get hurt or die.

César Chávez did not want humans to be hurt. He showed he was unhappy with **nonviolence**.

César Chávez believed everyone should have equal **civil rights**.

César Chávez organized the first successful farm workers union. He became a **labor leader**.

Definitions:

Violence - the use of force

Nonviolence - belief or practice of peaceful methods in pursuit of a goal; lack or absence of violence

Civil Rights – the rights all people are given, such as fair treatment and equality for citizens

Labor leader – leader of people who do manual work

- 2) Students will play a game of concentration as they match words to the correct definition or use Appendix A.
- 3) Students will be able to make an illustration and write a sentence for each vocabulary word or use Appendix B. Print documents and share them with small groups or the class.
- 4) Print out the vocabulary word cards and display in the classroom for future reference and environmental print. (Appendix C)
- 5) See Appendix D. Students will view a list of words or phrases. They all relate to the topic of César E. Chávez and The Farm Workers Movement. Students will group the words into different circles using each word only one time. They will then create a label for the category in the rectangle above the circle. Students will look at each grouping and write a statement about each one. There are many possible groupings. This open-ended activity allows for higher level thinking while students work with vocabulary words and concepts from all lessons and readings covered to this point.

Guided Instruction:

- 1) Begin by having a few students share their "I Am a Farm Worker" poem from lesson 2. Tell students that today we are going to look more specifically at what a day in the life of a farm worker might have been like in the 1960s when César E. Chávez was working to protect their rights. Click on primary source photos, oral interviews, and quotes from the CDE Web site that depict the life of a migrant farm worker prior to the farm workers' union. Use one of the primary source photos of farm workers and have students do a Tableau Activity in which students pose in the same position as the people in the photograph and are "interviewed" by other students. This is an opportunity to reinforce the essential vocabulary.

Practice/Assessment Opportunity:

This activity is an excellent opportunity to observe and assess student learning.

- 2) Conduct a mini-lecture/review on how César had ideas that he turned into actions to help migrant farm workers. See attached "Slide Show" or go to [http://chavez.scientech.com/teachers/lessons/resources/presentations/Mini-Lecture Gr. 3 Lesson 4.ppt](http://chavez.scientech.com/teachers/lessons/resources/presentations/Mini-Lecture%20Gr.%203%20Lesson%204.ppt) icon for accompanying visuals.
Include the following points:
 - a. César saw how bad conditions were for farm workers and he wanted things to change. (migrant camp)
 - b. He began to read books about good leaders and learned how some leaders made life better for others. (Gandhi)
 - c. He met Fred Ross and started working for the Community Service Organization. They helped Mexican-Americans in California by helping them register to vote and teaching them about their rights. (César and Ross)

- d. Farm workers told César they could not get jobs because farm owners were hiring workers from Mexico instead. This was against the law, but it was a law that wasn't being enforced. (farm workers protesting)
- e. César made the government look into the problem and finally the owners agreed to hire workers who were American citizens. (César)
- f. César believed farm workers needed a union because other kinds of workers had unions. (César with union signs)
- g. César went from town to town talking to farm workers about the union. (talking at microphone)
- h. He started the first farm workers union in 1962. It was called the National Farm Workers Association. It later changed its name to the United Farm Workers. (César with UFW flag)
- i. Farm owners were treating grape pickers badly and paying them unfairly. César led the union's first strike. (farm workers on strike)
- j. The farm owners became angry because they lost a lot of money. (farm workers on strike)
- k. César wanted other people to know how grape workers were being treated, so he started a boycott asking everyone to stop buying grapes and grocery stores to stop selling them. (boycott signs)
- l. César led a march to Sacramento in 1966. The march gained attention of the government and the public. (marching)
- m. César went on a fast in 1968. He did not eat for 25 days. He fasted to show workers how to be strong and create change in a peaceful way. (fast breaking)
- n. After 5 years, the workers won. The grape growers raised the workers' pay and agreed to work with the union to improve working conditions. (César smiling)
- o. César wanted to stop the use of harmful pesticides because they were making the workers sick. (plane flying over fields)
- p. César went on a 36-day fast to bring public attention to the problem. (fast breaking)
- q. César traveled and gained support for the farm workers worldwide. (César close up)

Lead a discussion and have students give their opinions on the different nonviolent methods that César used.

Read the interview or excerpts of the interview entitled "César E. Chávez: Apostle of Nonviolence" from the Observer, May 1970. (Appendix E)
http://www.sfsu.edu/%7Ececipp/cesar_chavez/apostle.htm Discuss César's words and philosophies, as well as his view on religion.

Practice/Assessment Opportunity:

- 3) In pairs, small groups, or individually, have students create a Power Point or Hyper Studio presentation, mural, or poster on the work of César E. Chávez, focusing on his nonviolent leadership and his ability to conquer challenges.

Have students match the nonviolent method of protest with its effect or use Appendix F.

Practice/Assessment Opportunity

- 4) Print out the Cause and Effect graphic organizer (Appendix G) and have students write a sentence for each row. Have students add an illustration of the UFW flag.

César Chávez valued community activism and community involvement. Using the list of community problems that the students brainstormed earlier in the lesson, ask students to think about how they might participate in the community to help solve one of the problems. Together select a problem in your community. Let the students select the project they would like to undertake that would make their community a better place to live. Students need to reflect on the successes and failures of the project and what they can do to improve it the next time. For ideas, click on "Service Learning Ideas" or use the book entitled *The Kids Care Book* by Joan Novelli and Beth Chayet.

Practice/Assessment Opportunity:

- 5) Complete the "Community Problem" planning sheet in small groups or as a whole class. (Appendix H) Use it to develop an action plan to solve the community problem. This may take several weeks, a semester, or even an entire school year. At the end of the project, have students reflect on the experience in a journal.

Integrating Language:

Summarizing
Oral interviews
Report writing
Oral presentations
Cause and effect sentence writing
Journal writing

Enrichment:

Document the Service Learning Project and make a presentation to community organizations, school board, or city council.

Service Learning:

Item 5 in this lesson is dedicated to a planning and completing a Service Learning project.

Appendix A

Cut the cards apart. Match each word to its correct definition.

Word	Definition
violence	Leader of people who do manual work
nonviolence	Belief or practice of peaceful methods in pursuit of a goal; lack or absence of violence
Civil rights	The use of force
Labor leader	The rights all people are given such as fair treatment and equality for citizens

Appendix B

Violence	Civil rights
nonviolence	Labor leader

Appendix C

violence

nonviolence

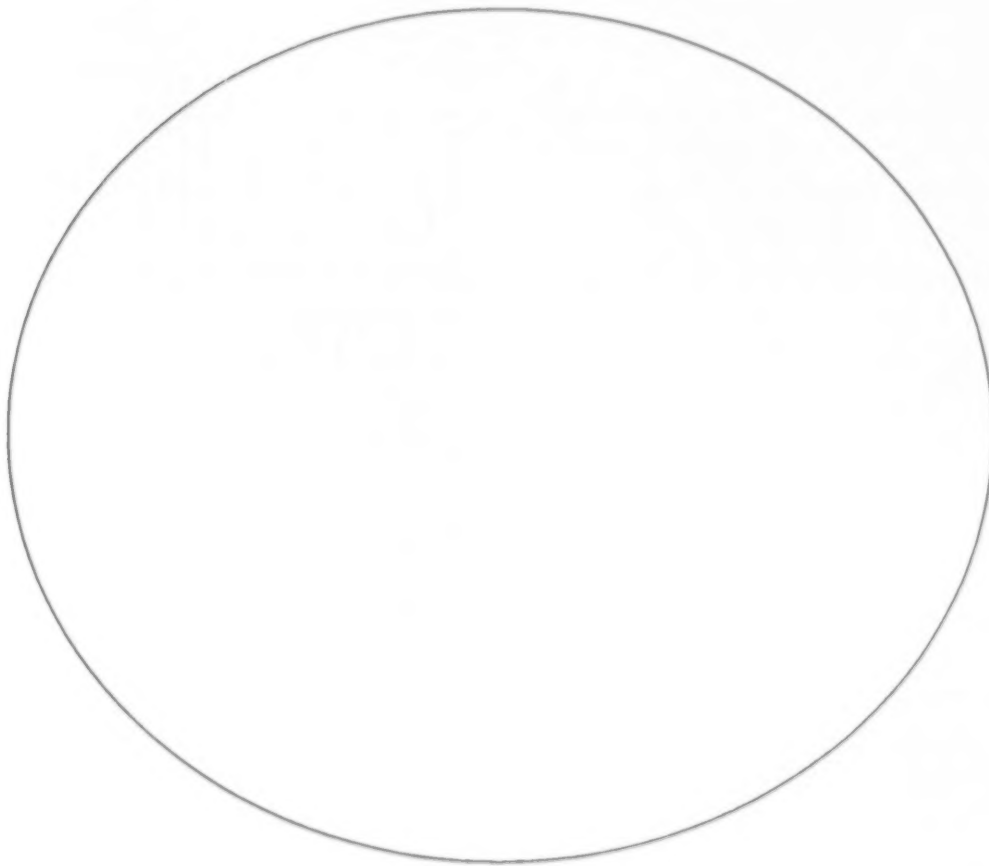
Civil rights

Labor leader

Appendix D

Concept Attainment

(print several copies of this paper for each group)



Word Phrase for Content Attainment

Appendix E

César E. Chávez: Apostle of Nonviolence

From the Observer, May 1970

http://www.sfsu.edu/%7Ececipp/cesar_chavez/apostle.htm

Appendix F

Cut cards apart. Match each nonviolent method of protest with its effect.

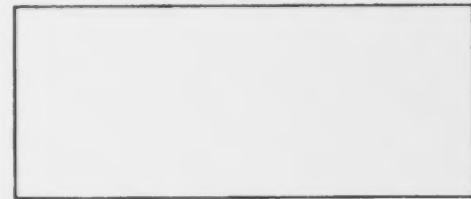
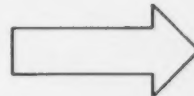
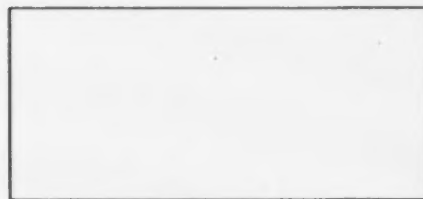
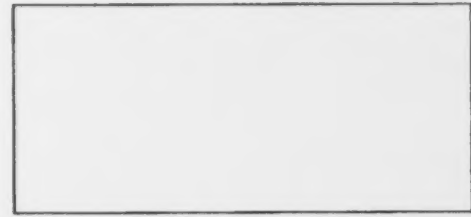
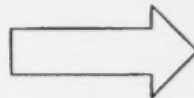
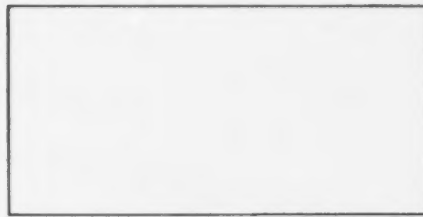
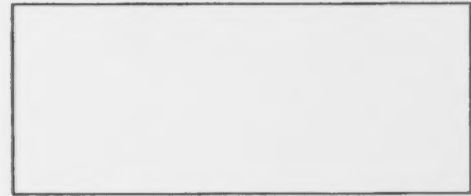
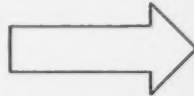
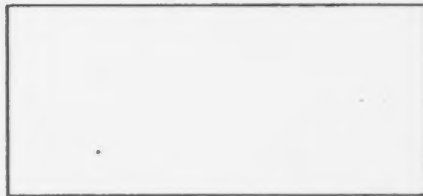
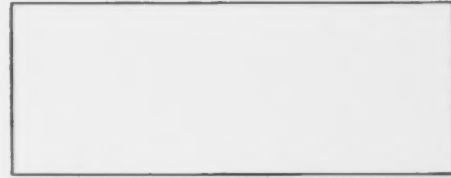
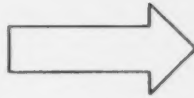
Nonviolent method	Effect
Boycott A peaceful way of protesting by asking people to not buy a certain item	Negotiating power with the farm owners and government leading to improved treatment and pay
Strike When a group of people stop working to protest unfair conditions at their jobs	Gains attention and sympathy from the public
Fasting A peaceful way to protest by not eating food and only drinking water for a period of time	Gains attention of government and public
Marches A peaceful way to protest by walking a distance with signs	Farm owners have no one to work on the farms and the crops rot causing the farm owners to lose money
Union Leader A leader who organizes a group of workers	Farm owners cannot make money because no one is buying their product

Appendix G

Cause and Effect Graphic Organizer

CAUSE

EFFECT

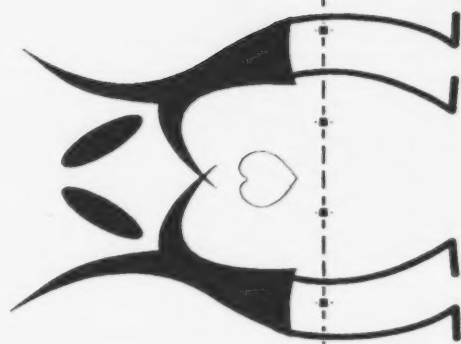


Appendix H

Community Problem Planning Paper

What is the problem?
Why is it a problem?
Who is responsible?
What are some possible solutions to the problem?

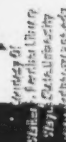
Vocabulary



Grade Three – Lesson Four



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Definition #1

Violence

The use of force

Definition #2

Non - Violence

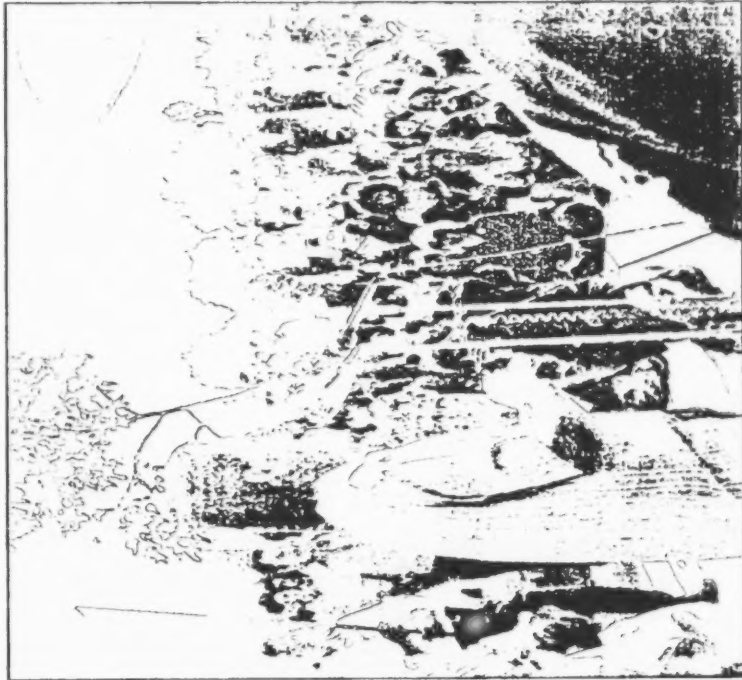
The belief or practice of peaceful
methods in trying to get
something; without violence



Definition # 3

Civil Rights

Fair treatment and equality for
citizens

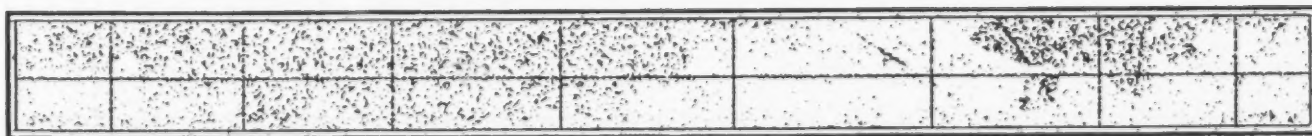


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Definition #4

Labor Leader

Leader of people who do manual
work.





When people use **violence** to solve problems, people get hurt or die. Cesar Chavez did not want people to be hurt. He showed he was unhappy by using peaceful ways (**non-violence**) to show his feelings. Cesar Chavez believed everyone should have equal **civil rights**. Cesar Chavez started the first farm workers union. He became a **labor leader**.



Mini Lecture

Grade 3

Lesson 4

César saw how bad conditions were for farm workers and he wanted things to change. (migrant camp)



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He began to read books about good leaders, like Gandhi pictured below, and learned how some leaders made life better for others.

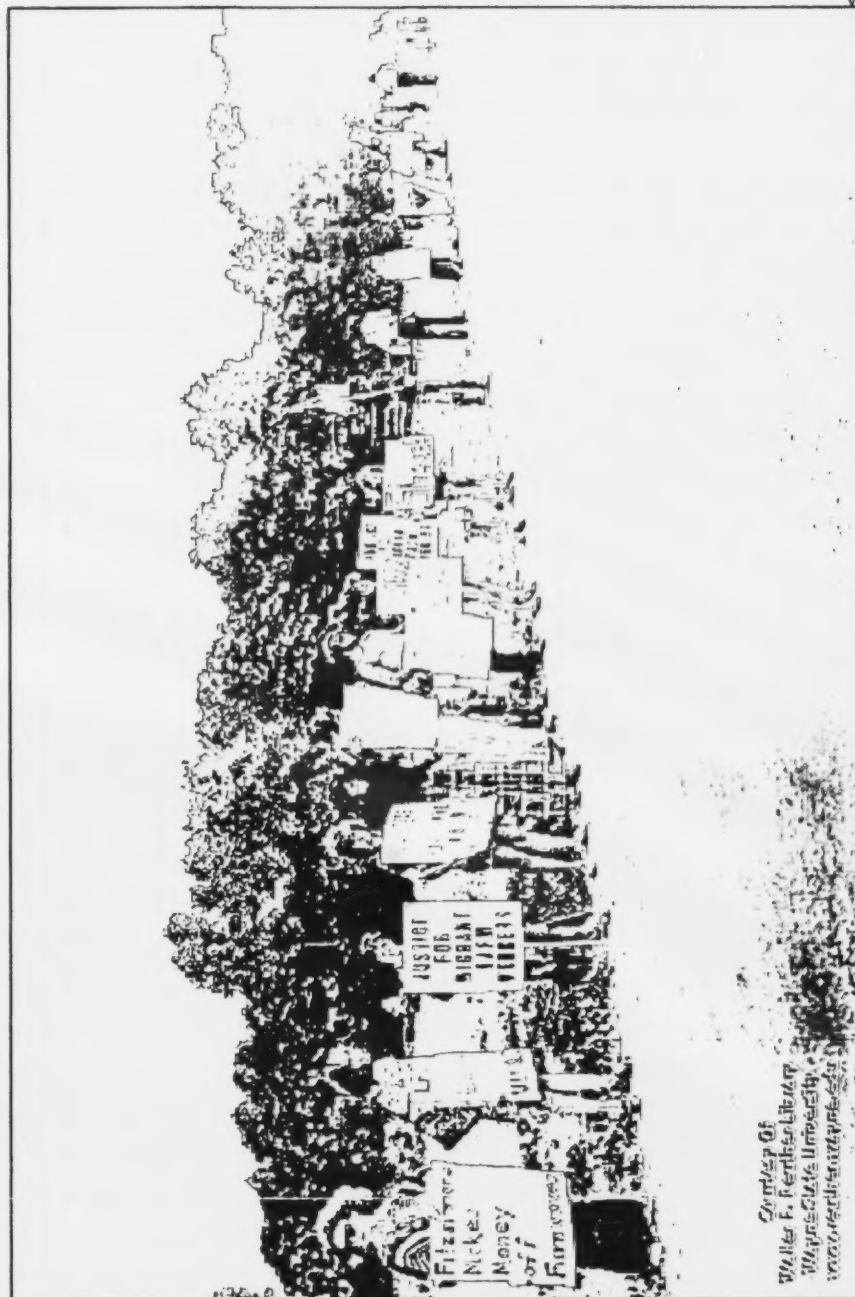


He met Fred Ross and started working for the Community Service Organization. They helped Mexican-Americans in California by helping them register to vote and teaching them about their rights.



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Farm workers told César they could not get jobs because farm owners were hiring workers from Mexico instead. This was against the law, but it was a law that wasn't being enforced.



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César made the government look into the problem and finally the owners agreed to hire workers who were American citizens.

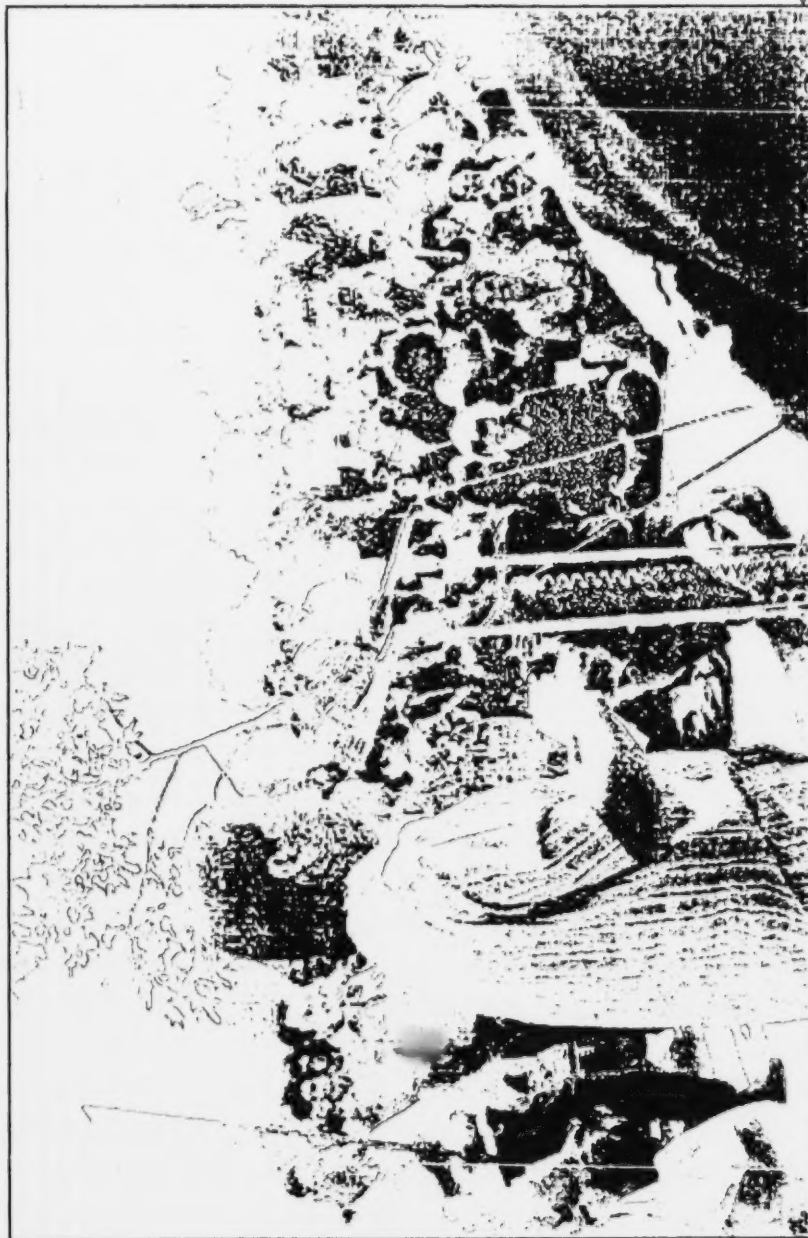


César believed farm workers needed a union because other kinds of workers had unions.



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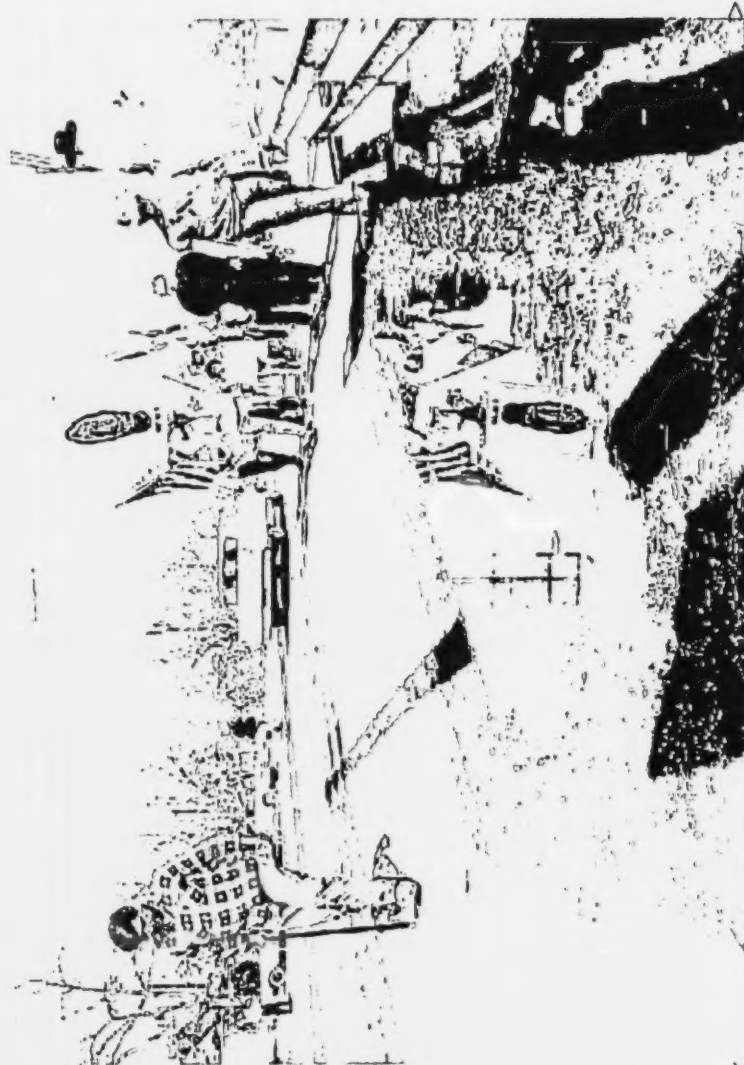
César went from town to town talking to farm workers about the union.



He started the first farm workers union in 1962. It was called the National Farm Workers Association. It later changed its name to the United Farm Workers.



Farm owners were treating grape pickers badly and paying them unfairly.
César led the union's first strike.



v

The farm owners became angry because they lost a lot of money.



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Walter F. Reuther Library
Wayne State University
Detroit, Michigan

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César wanted other people to know how grape workers were being treated, so he started a boycott asking everyone to stop buying grapes and grocery stores to stop selling them.



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César led a march to Sacramento in 1966. The march gained attention of the government and the public.



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César went on a fast in 1968. He did not eat for 25 days. He fasted to show workers how to be strong and create change in a peaceful way.



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After 5 years, the workers won. The grape growers raised the workers' pay and agreed to work with the union to improve working conditions.



César wanted to stop the use of harmful pesticides because they were making the workers sick.



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César went on a 36-day fast to bring public attention to the problem.



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César traveled and gained support for the farm workers worldwide. .



Lesson Title:

Agriculture and the Economy

Grade Level:

Grade Three Lesson 5

Unit of Study:

Our Local History: Discovering Our Past and Our Traditions

History-Social Science Standard:

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Communities*. Unit 2: Where People Start Communities. Lessons 4 and 5. Unit 4: People Working Together. Lessons 1-5.

McGraw-Hill: *Communities*. Unit 5: Working together. Chapter 11: Work and Money, Chapter 12: Producing Goods.

Setting the Context:

California is primarily an agricultural state. Farm workers in California provide a service that produces goods for the entire country. Agriculture is directly tied to the economy of the State, nation, and world.

Focus Question:

How important are farm workers to the State and the nation's economy?

Expected Learning Outcomes:

The students will be able to demonstrate an understanding of the impact that farm workers have on the economy of the State and the nation.

Assessment:

The students will be able to complete a graphic organizer depicting the importance of California agriculture and the work of people in agriculture and use the graphic organizer to write about the importance of agriculture and the work of farm workers.

Key Concepts:

Interdependence

Human-environment interaction/human-land relationships, work

Essential Vocabulary:

economy

goods

service

Primary Sources:

Photographs

Visuals:

Graphic organizer, maps

Procedure**Motivation:**

Show students an agricultural map of California. Make a class chart of all the items that are grown/raised in California. Ask students which of those items they have used this week/today. Ask the students what life would be like without some of the items on the map. Remind students that many people around the world depend on California's agriculture.

Making Connections:

Review what students learned about agriculture in Lesson 1, *We Depend on the Land: Agriculture in California*.

Vocabulary Activities:

- 1) Ask students to think about what people do for jobs. Chart all the jobs that students say. Display word cards (Appendix A) with the terms: *goods* and *services*. Discuss and define the terms. Goods describe merchandise; items to sell or buy. Services describe work done for others. Using the list of jobs, have the class sort the jobs by what they provide - goods, services, or both.
- 2) Discuss the importance of jobs in the community. Why do people have jobs?
- 3) The system of producing and exchanging money is called our *economy*. Display the word (Appendix A) and discuss.
- 4) Have students write a sentence using each vocabulary word and make an illustration to go with it. (Appendix B)
- 5) Print out the vocabulary word cards and display in the classroom for future reference and environmental print. (Appendix A)

Guided Instruction:

Show students a photo of farm workers. Ask students to think about the job of the farm worker. Do farm workers provide a good, a service, or both? Lead a discussion. Ask students what would happen if farm workers stopped doing their jobs? Students may respond with personal concerns, but lead them to a discussion in which they think about the economy. Many people rely on agriculture and the work of farm workers.

Create a class graphic organizer. Students can write on their personal copies while the class graphic organizer is being created (Appendix C). Write "farm worker" in the first box of the graphic organizer. Discuss what other jobs are needed once the farm worker harvests the crops. Ideas could include truck driver, grocery store worker, grocery storeowner, cashier, restaurant owner, waiter/waitress, and so forth. Discuss the importance of farm workers in our economy. Many people rely on the agricultural industry for their jobs. California's agricultural industry supplies the world with many needed goods. Ask students, what life would be like without the goods and services produced by farm workers and agriculture?

Using the graphic organizer as an idea bank, have students write a paragraph about the importance of agriculture and farm workers in our economy.

Integrating Language:

Note taking on graphic organizer

Paragraph writing (topic sentence, concluding sentence)

Listening

Speaking

Enrichment:

Conduct further research on California's agriculture and its effect on the economy.

Make and analyze graphs depicting various agricultural data.

Appendix A

GOODS

Merchandise; items to sell or buy

SERVICES

Work done for others

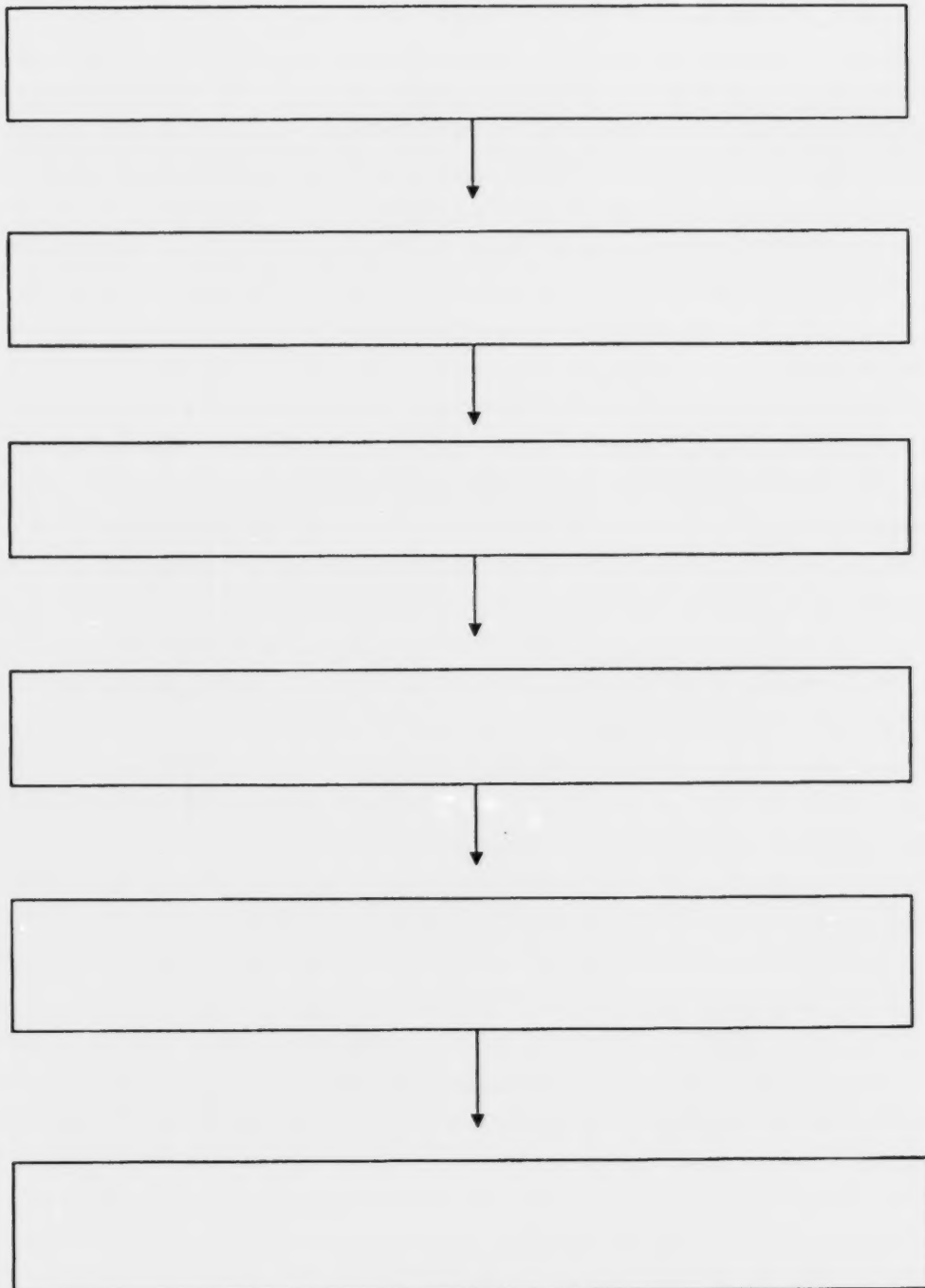
ECONOMY

The system of producing and exchanging money

Appendix B

GOODS
SERVICES
ECONOMY

Appendix C



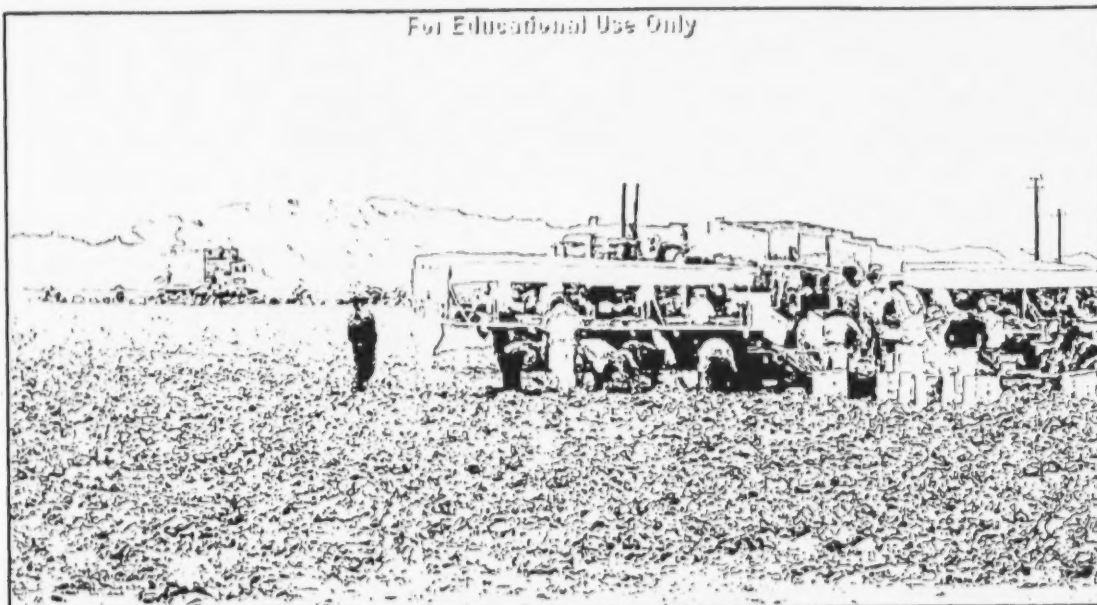
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Workers Harvesting Carrots

Photo by: UFW

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Field packing lettuce in Guadelupe 1975

Photo by: Manuel Echavaria

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Young children worked with the family sharecroppers planting strawberries in the Santa Maria Valley. 1970

Photo by: Manuel Echavaria

An American Hero

The Biography of César E. Chávez



Photo copyright © Jocelyn Sherman

César E. Chávez was a good man who dedicated his life to helping others.

César was born to parents who taught him important ideas about hard work, the importance of education, and respect.

As a young boy, César worked on his family's farm feeding and watering the animals, collecting eggs, and bringing water to the house.

César's parents thought school was important. School was hard for César because the teachers only spoke English and César did not understand English. César thought some teachers were mean because they would punish him when he spoke Spanish. César learned to read English in school and he learned to read Spanish from his

uncles.

César's parents were very strict and taught him and his sisters and brothers to show respect to others.

His parents also taught him that it was important to help others. César and his family often helped his uncles, aunts, and cousins by giving them food when they had little to eat.



Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.



Photo Courtesy of César E. Chávez Foundation
César and his sister are dressed for their First Holy Communion.

César's grandmother, Mama Tella, taught him about the importance of their religious faith and to have a strong belief in God. When César grew up, he would remember and practice what his grandmother had taught him. For César, religion was a most beautiful thing.



Photo Copyright © Manuel Echavaria

In 1975, this farm worker family is eating lunch along side the fields in the Santa Maria Valley in the shade of their van because there is no other shade available.

When César was ten years old, his family's home was taken away from them because they did not have enough money.

César's family moved to California to find work. They began working on farms picking fruits and vegetables. César's family would move from farm to farm looking for work, just like many other families who also lost their homes.

César's family moved often. Moving did not bother César, or his sisters and brothers too much because their parents loved them and because they were always happy to be together as a family.

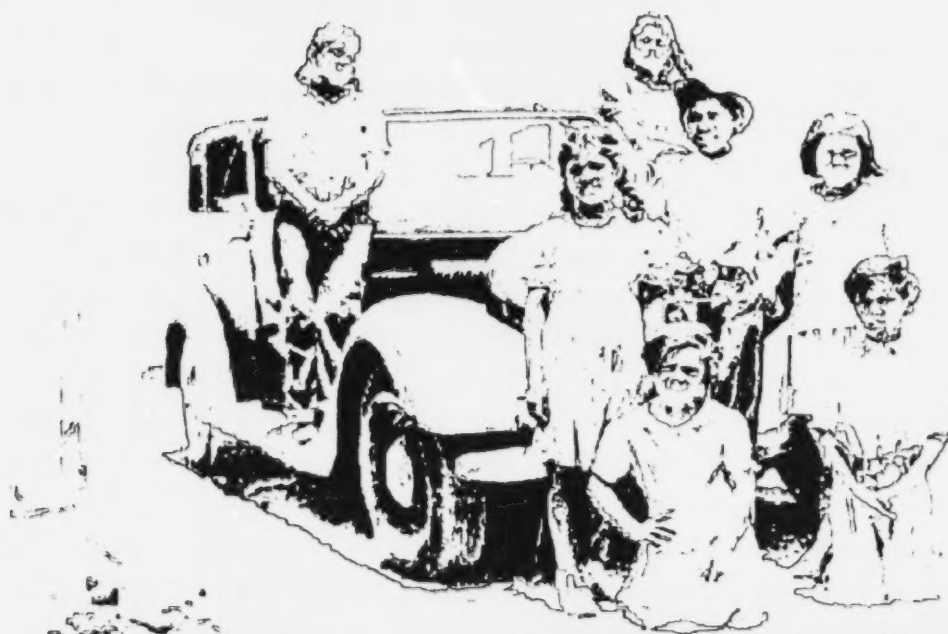


Photo Courtesy of César E. Chávez Foundation
César and his brothers and sisters in front of the family car

Working on the farms was very difficult. Farm workers like the Chávez family would very long hours. They often had few bathrooms and little clean water to drink. Farm workers suffered a lot and they were not treated with respect or dignity.



Photo Copyright © Manuel Echavaria

These farm workers are picking chili at Santa Maria in 1971.

César's family worked very hard on the farms, but they made very little money. Everyone in the family had to work, even the children. To make things worse, sometimes the men in charge of the farm workers would cheat and steal money from the farm workers, including César's family. These men would often run away so they would not get caught.

César's family had very little money and many times they did not have enough food to eat. César and his family never thought of themselves as being poor. César's mother would often tell César and his brother Richard to find homeless and hungry men so she could cook them a meal.



Photo by Cris Sanchez, Courtesy of United Farm Workers

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

When César was a teenager, he and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and his sister's help, these people would have had a very

difficult time getting a doctor's help.

The people César helped often wanted to give him a little bit of money to pay for gas and for his help. César never took any of their money because his mother would have been mad at him. She used to say, "You always have to help the needy, and God will help you."



Photo Courtesy of César E. Chávez Foundation
César in his U.S. Navy uniform.

A few years later, César volunteered to serve in the United States Navy. César, like many American men and

women, served in the military to fight for freedom and to protect the people of the United States.

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Photo Courtesy of César E. Chávez Foundation

César and his wife, Helen, posed for their picture by the seashore.

After two years in the Navy, César returned home and married his girlfriend, Helen. After a short time, they moved to San Jose, California and began a family.

Life changed for César when he met a man named Fred Ross. Fred Ross believed that if people worked together they could make their community better. Fred Ross hired

César to work for him in the Community Service Organization.

The Community Service Organization worked to help people. César now worked to bring people together to identify problems and find ways to solve their problems. Many problems were not solved because community leaders did not respect all people.

César, Fred Ross, and the Community Service Organization helped people in the community learn how to vote. They also taught people that community leaders respected voters. Community leaders worked harder to solve the problems of voters. César worked in many communities in California to help people gain the respect they deserved.



Photo Courtesy of César E. Chávez Foundation

César and other people from the Community Service Organization are getting ready to try to get the farm workers to vote.

After helping many people gain the respect of community leaders, César left the Community Service Organization to help farm workers gain the respect and dignity they deserved.

César started the National Farm Worker Association to help improve the working conditions of farm workers. African Americans, Filipinos, white Americans, Mexican Americans and Mexicans, and men and women of all backgrounds joined César.

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Photo by Cris Sanchez

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

César and the farm workers wanted the companies and growers that owned the farms to respect farm workers by providing them with fresh water to drink, bathrooms in the fields, and fair pay for a day's work.

The companies and growers refused to treat the farm workers with respect and dignity. The growers did everything they could to stop César and the farm workers. They even turned to violence and hurt many farm workers and people who helped the farm workers.

This made César very upset.

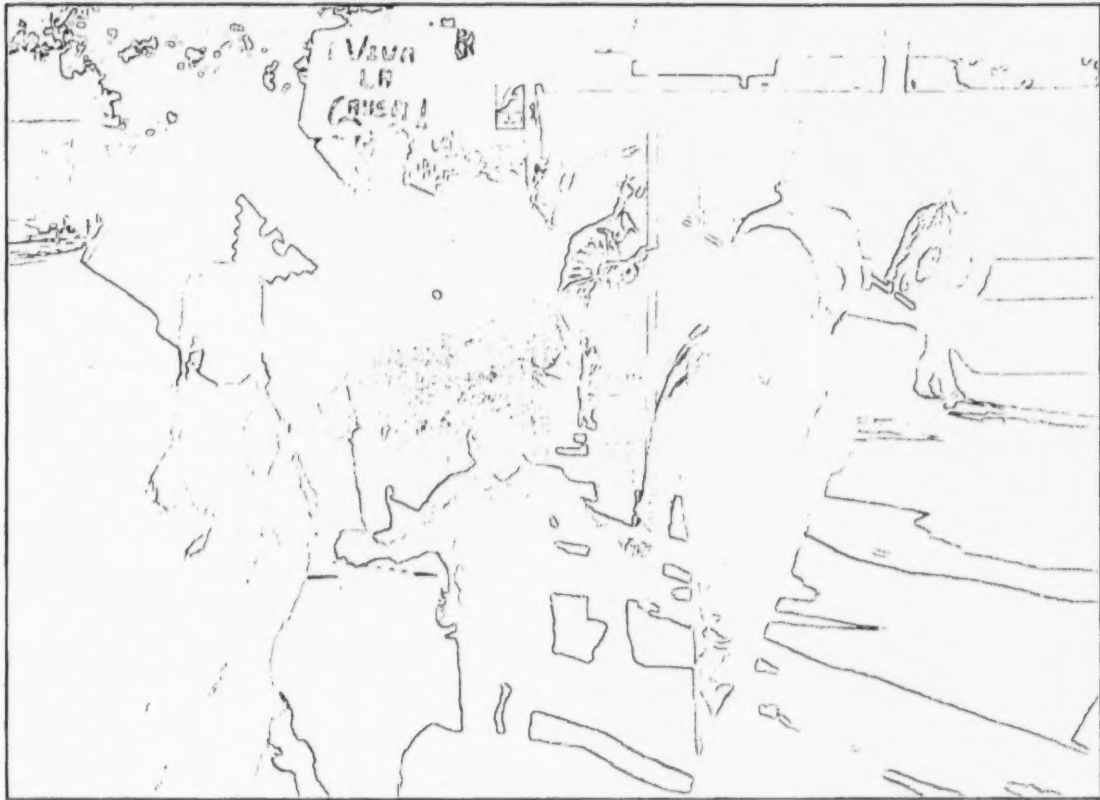


Photo Copyright © Manuel Echavaria

People of all ages marched to Preisker Park while participating in a demonstration in 1972.

César did not believe in violence. Like Martin Luther King, César wanted to bring change in a nonviolent way. Many people came to help César. Many people supported César because he believed in nonviolence. Like César, they also believed that farm workers deserved better treatment, respect, dignity, justice, and fairness.



Photo Courtesy of United Farm Workers

César is signing an important agreement while many union supporters watch with reporters from radio stations and newspapers.

César worked hard. He suffered and sacrificed a lot to make farm workers' lives better

After five years, some growers in California agreed with César and started to provide farm workers with fresh water to drink, bathrooms, and better pay. César, the farm workers, and their friends won, making farm worker's lives better.



Photo Copyright © Jocelyn Sherman

César marching again with many supporters.

César dedicated the rest of his life to making the world a better place and to serving others. He continued to work to bring respect, dignity, justice, and fair treatment to the poor, to farm workers, and to people everywhere.



Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César died on April 23, 1993. He was sixty-six years old. People all over the world remember César E. Chávez as a man of courage who fought to improve the lives of all people.



Photo Courtesy of the César E. Chávez Foundation

**César E. Chávez is an American hero.
His legacy lives on!**



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